

State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Peter McWalters
Commissioner

OCTOBER, 2004

RI MODEL For COMPREHENSIVE K-12 SCHOOL COUNSELING PROGRAMS

WORKING DRAFT

The RI Model for Comprehensive K-12 School Counseling Programs Working Draft is being widely distributed to the Rhode Island school community for their input. Your comments will be incorporated into a final draft document for release in the spring.

Rhode Island joins forty-two states across the country in developing a state model for school counseling programs. This is not the traditional stand-alone service delivery program that asks, “What do counselors do?” The Rhode Island model for K-12 school counseling programs is designed to provide for the comprehensive academic, personal, social, and career developmental needs of all kids: and to support system change.

There are two important areas in this working document that are unique to Rhode Island: school counselor skills and accountability.

By the end of the school year, Rhode Island will be the only state where all school counselors have participated in the “Transforming School Counseling” professional development program provided by Providence College. This new vision of school counseling emphasizes leadership, advocacy, collaboration, and data analysis skills.

In addition to defining program accountability by the number of students demonstrating program competencies, RI accountability connects the school counseling program to the mission of the school and to the school improvement process. Through data analysis, counselors and their collaborators can impact the school system by replicating successful programs and interventions, identifying barriers that adversely stratify students’ opportunities to be successful, and develop strategies to strengthen curriculum offerings, provide students with safety nets, and raise aspirations in students.

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The Rhode Island Model For Comprehensive K — 12 School Counseling Programs

The Rhode Island Department of Elementary & Secondary Education
in collaboration with

Rhode Island School Counselor Association

Providence College

Rhode Island School-to-Career

**Working Document
September 2004**

The Rhode Island Model for Comprehensive K – 12 School Counseling Programs

**The Rhode Island Department of Elementary & Secondary Education
in collaboration with**

Rhode Island School Counselor Association

Providence College

Rhode Island School-to-Career

This initiative is funded through the Carl D. Perkins Act of 1998.

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Rhode Island Department of Education

You are invited to contribute to this evolving document. Please send comments to
The RI Model Development Committee, RI School Counseling Project, Harkins Hall 209,
Providence College, Providence, RI 02918. A review sheet can be found in the Appendix



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DEPARTMENT OF EDUCATION
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 255 Westminster Street
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Peter McWalters
 Commissioner

August 2004

Dear Colleagues in Education:

I am pleased to present you with this *Rhode Island Model for Comprehensive K-12 School Counseling Programs*, which will serve as the guideline for the school-counseling programs in our state for many years to come. Producing this book took several years of work and involved extensive collaboration among the education leaders in the state. In particular, this book represents the joint efforts of Providence College, the Rhode Island School Counselor Association, the Rhode Island School-to-Career Program, and the staff at the R.I. Department of Elementary and Secondary Education (RIDE). I want to thank those who contributed for their excellent work.

Our mission at RIDE is to ensure "that all students achieve at the high levels needed to lead fulfilling and productive lives, to compete in academic and employment settings, and to contribute to society." We know that school counselors and school-counseling programs are vital in our efforts to fulfill our mission.

The importance of school counseling is recognized in state law: R.I.G.L. 16-7.1-2(2), in which the General Assembly "encourages every district to implement a K-12 standards-based comprehensive, developmental school-counseling program." In addition, the high-school regulations adopted in 2003 by the Board of Regents mandate that high schools adopt an advisory structure "by which every student is assigned a responsible adult who is knowledgeable about the student and tracks his or her progress." These are ambitious and worthy goals. The school-counseling model that is described in detail in this book will help all educators, not just school counselors, as we build a system that meets the social, emotional, academic, and career needs of every student.

I applaud all who were involved in developing this model and the many more who are working every day to improve our schools and to improve the lives of the parents and children in Rhode Island.

Sincerely,

Peter McWalters
 Rhode Island Commissioner of Elementary and Secondary Education



School-to-Career
in Rhode Island



Connecting Learning to Life

The Rhode Island School Counseling Project

The Rhode Island Model for Comprehensive K-12 School Counseling Programs is the product of a broad collaborative effort by Providence College, the Rhode Island School Counselor Association, Rhode Island School-to-Career and the Rhode Island Department of Education.

School counselors are critical players in systemic change. Their role as leaders, advocates, and collaborators allows them to be important contributors to positive educational change and to the success of students in three developmental domains: academic, personal/social, and career. While continuing to serve as the primary conduit whereby the needs of students are addressed, counselors now develop and implement a program that is comprehensive in scope, preventative in design, developmental in nature, and data driven.

Twenty-first century school counseling in Rhode Island ensures equitable access to educational and career exploration opportunities for all kids, promotes a rigorous academic curriculum for every student, provides strategies for closing the equity gaps, supports the development of skills to increase student success, and fosters advocacy for all students. The model encourages administrators and counselors to align school improvement strategies with school counseling by redefining and repositioning the role of school counselor.

"All Kids, All Schools." We want every student to achieve at the high level of proficiencies needed to lead fulfilling lives, succeed in a world economy and contribute to society. We know *The Rhode Island Model for Comprehensive K-12 School Counseling Programs* will assist school counselors to analyze their current practice, organize and align their program in a comprehensive framework, develop curricula, and evaluate and measure the success of their counseling programs. With our "All Kids Agenda", school counselors, too, will make certain that no child is left behind!

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Foreword

A beacon of light is shining on school counseling professionals, educators who through their beliefs and behaviors demonstrate passionately that every child can learn and succeed. As leaders, advocates, collaborators, team players, and data analysts, Rhode Island school counselors use these skills to shine attention on the importance providing the educational equity and access necessary to help all children both strive and thrive. *The Rhode Island Model for Comprehensive K-12 School Counseling Programs* will enhance the quest of school counselors to connect their work to the education goals of the Rhode Island Department of Education (RIDE) as well as to the school improvement plans in each elementary, middle, and high school across the state.

The Rhode Island Model is based on the belief that every student can succeed in school and in life. Every student is entitled to an equitable education and the opportunity to pursue post-secondary plans that are best suited to her/his individual interests and skills. The school counseling program based on the *The Rhode Island Model* helps youth become cognizant of the link between academics and future plans, develop skill in career exploration, acquire and maintain positive personal/social relationships, and ultimately become responsible and productive citizens.

This school counseling program is delivered in collaboration with all stakeholders, i.e. those educational and community partners who ascribe great value to the importance of student growth in the areas of academic, career, personal/social, and character development. The development of this *Model* is an exemplar of collaboration and teaming. Practitioners, district directors, Rhode Island Department of Education (RIDE) staff, faculty from Providence College, counselor educators, and School-to-Career personnel have worked side by side to define school counseling in terms of a program for every student. The *RI Model* presents school counseling as an integral component of every school's mission and of every student's education. Fully aligned with the *American School Counselor Association's (ASCA) National Model*, *The RI Model* is based on the same four quadrants: Foundation, Delivery, Management, and Accountability and provides a "how to" for the development of quality and effective standards-based school counseling programs.

School counseling is an essential element of the Rhode Island Department of Education school improvement plan and supports the *All Kids Agenda* and the common goal of academic success and bright futures for every student. Rhode Island school districts are in different stages of implementing comprehensive school counseling programs to meet the requirement as specified in Section 6.0 of the high school restructuring regulations adopted by the Board of Regents in 2003. Thus, each school district will personalize the school experience for every student. School counselors, in

collaboration with key stakeholders, play an important role in developing and implementing school counseling programs that contribute to positive personalized learning environments.

Twenty-four Rhode Island school counselors contributed to this document, offering their knowledge and expertise to help all Rhode Island counselors better understand the changing landscape of schools. Rhode Island proudly joins the national movement to ensure that every student will benefit from a comprehensive and developmental school counseling program.

Executive Summary

School success requires that students make successful transitions and acquire the attitudes, skills, and knowledge that are essential to the competitive workplace of the 21st century.

The Rhode Island Model for Comprehensive K-12 School Counseling Programs provides the knowledge and tools to help school district administrators and school counselors examine current school counseling practices and services and align them with the *ASCA National Standards*, the *ASCA National Model*, and the expectations of the Rhode Island Department of Education. *The RI Model* supports the overall mission of the school by promoting student achievement, career planning, and personal social development for every student. School counselors, using their leadership, advocacy, teaming and collaboration, and data driven decision-making skills, will ensure that every student will have access to a quality and equitable education.

The RI Model consists of four interrelated components: the foundation, the delivery system, the management system and accountability. The design, development, implementation and evaluation of the school counseling program is accomplished through effective collaboration with students, parents, faculty, administrators, and community, business, and higher education partners. *The RI Model* helps school counselors focus on blending affective development with academic achievement and supports the accountability expectation of the Rhode Island Department of Education's school improvement plan and *No Child Left Behind*.

School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development. (American School Counselor Association, 1997)

The Organization of *The Rhode Island Model*

The Rhode Island Model is a continuous improvement plan to build capacity for school counselors and all stakeholders involved in the design, delivery, implementation, and evaluation of school counseling program. The document is organized in the following manner:

Section 1: School Counseling and School Improvement presents the paradigms of change in education and school counseling. An emphasis is placed on school

counselors working as leaders, advocates, team players and collaborators, and sharing accountability for school improvement.

Section 2: Rhode Island’s Commitment to School Counseling and School Improvement examines the state of education in Rhode Island and explains the school improvement agenda and the regulations that pertain to school counseling.

Section 3: Transforming the School Counseling Program explains the skills of advocacy, leadership, teaming and collaboration, and use of data to transform the school counseling program and also provides an articulation with the components of the comprehensive program.

Section 4: Building the Foundation assists in the development of key program elements such as mission, vision, and belief statements about student learning. The foundation also offers tools to align the program with the ASCA National Standards.

Section 5: Delivering the School Counseling Program provides a step by step approach to the delivery process through individual student planning, school counseling curriculum, prevention, intervention, responsive services, and system support.

Section 6: Managing the School Counseling Program offers examples of how to design a management system that organizes the counseling program and presents tools for developing calendars, agreements, and analyzing time and tasks.

Section 7: Measuring Student Success and School Counselor Accountability addresses school counselor accountability by analyzing data and connecting the program to school improvement and No Child Left behind. MEASURE-ing success demonstrates the impact of the counseling program on student success.

The *RI Model* also includes a variety of state and national resource materials located in the Appendix to help guide RI school counselors in developing and implementing a comprehensive and developmental school counseling program.

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Acknowledgements

The Rhode Island Model is the product of numerous contributions of many dedicated professional who are committed to transforming school programs to provide brighter futures and opportunities for all students.

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The Advisory Board is a representative group of professionals appointed to advise and assist in the development of *The Rhode Island Model for Comprehensive K-12 School Counseling Programs*. The Advisory Board members, using their background and expertise, provides on-going support, input, and recommendations relating to the development of *The Rhode Island Model*.

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SECTION 1

School Counseling and School Improvement

Rhode Island school counselors effectively contribute to the sweeping changes that are impacting education across the state. In the spirit of *No Child Left Behind* (2001) Rhode Island school counselors apply their professional knowledge and transformed skills to best serve every student so that ***all*** will achieve success. In their role of leader and advocate, school counselors work as a collaborative member of the educational team to examine the changes in educational policies, regulations and seek solutions to help each child maximize his/her educational experience. In partnership with school district leaders, teachers, student support personnel, families and community stakeholders, school counselors work in the spirit of collaboration to promote the academic missions of their schools as well as the goals of the Rhode Island Department of Education and *No Child Left Behind*.

Standards-based counseling and the *National Model for School Counseling*, both developed by the American School Counseling Association (ASCA), have shifted the focus of counseling from a student-by-student system of service delivery to a comprehensive and developmental focus in order to engage students in academic, career and personal/social development. These changes also encourage counselor educators to align master's level preparation with standards-based practice that is tied to school improvement. This initiative will prompt schools and communities to work together to offer the finest seamless complement of educational and community based services possible to Rhode Island youth.

KEY COMPONENTS OF SECTION 1

Connecting to the National School Improvement Agenda	School counseling programs provide support for implementing <i>No Child Left Behind</i> legislation.
Overview of School Counseling National Standards and the ASCA Model	The <i>National Standards</i> and the <i>ASCA Model</i> are a foundation for the development of K-12 comprehensive school counseling programs.

Connecting to the National School Improvement Agenda

The primary purpose of education is to prepare students to flourish in a democratic society and to work successfully in a global economy. We are compelled by the urgent need for schools to improve and for student academic performance to rise. The only reason to undertake change is to improve students' academic performance.

(National Governor's Association, 1995, p. 1-2)

These words have a resoundingly familiar sound. The publication of *A Nation at Risk* (1983) renewed fervor in America to ensure that students receive a quality education that will enable them to compete in the global workforce. These efforts resulted in *America 2000* (1990), considered at that time to be the most significant statement of a federal role and responsibility in the conduct of public education since the *Elementary and Secondary Education Act of 1965* (Clinchy, 1991).

The next iteration of this legislation, *Goals 2000: The Educate America Act* (1994) promoted "raising the bar" to improve educational achievement for all. *Goals 2000* led to the development of national academic standards across all academic disciplines and new measures of high-stakes testing in the majority of the 50 states. As a result, the past decade has seen the advent of many new teaching, learning, and assessment practices to help students learn at high levels. With more stringent graduation requirements in place in every state, new accountability practices affect everyone. School performance results are published and used by schools as well as the community to examine teaching and learning, and, in some cases, are used by parents to select schools for their children.

No Child Left Behind Act (2001) required schools to close the achievement gap between disadvantaged students and their peers. *No Child Left Behind* (NCLB) calls for stronger measures of accountability and expanded options for parents to seek a high-quality educational experience for their children. The Act includes five primary goals to be realized by 2013 – 2014. The first three goals focus on the improvement of curriculum, learning, and qualified personnel. Goals 4 and 5 address affective development, school climate and culture, and graduation from high school for every child.

- GOAL 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- GOAL 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- GOAL 3: By 2005-2006, all students will be taught by highly qualified teachers.

GOAL 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

GOAL 5: All students will graduate from high school.

School counselors recognize that implementing a comprehensive school counseling program contributes to reaching each of the five NCLB goals. These counselors impact the instructional program by motivating students to achieve academic success through raising student aspirations, and collaborating with teachers. School counselors, partnering with all school personnel, ensure that schools are safe, drug-free learning communities. Counselors also focus their efforts on creating a climate of respect among students, faculty, and community. The work of school counselors actively supports the goals of *NCLB* and contributes to the school improvement agenda in the state of Rhode Island.

Research suggests that high-quality counseling services can have long-term effects on a child's well-being and can prevent a student from turning to violence and drug or alcohol abuse. High-quality school counseling services can improve a student's academic achievement. Studies on the effects of school counseling have shown positive effects on student's grades, reducing classroom disruptions, and enhancing teachers' abilities to manage classroom behavior effectively. High-quality school counseling services also can help address students' mental health needs.

(US Dept. of Education, 2002. p. 117)

School counselors are in a unique position to review data in schools and can identify the gaps that exist in student success. School counselors, using their leadership and advocacy skills, ensure that appropriate resources and programs are in place to offer each student equitable access to challenging curriculum and all options to access post-secondary opportunities.

"The Model will provide guidelines for each district to use."

Beth Spooner-Willis, School Counselor, Forest Avenue School, Middletown

Overview of School Counseling National Standards and the ASCA National Model

Counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote student success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development.

(American School Counselor Association, 1997)

National Standards for School Counseling

In response to the requirements of *Goals 2000*, the development of national standards in the content areas, their own research, and the perspective of practitioners, ASCA began the process of developing national standards for school counseling programs in 1995. These Standards, published by ASCA in 1997, offered school counselors, administrators, and counselor educators a common language for promoting student success through school counseling programs in the areas of academic, social, and personal/social development.

National Standards for school counseling programs are what the ASCA believes to be the essential elements of a quality and effective school counseling program. The standards address program content and the knowledge, attitudes, and skill competencies that all students will develop as a result of participating in a school counseling program.

(Campbell & Dahir, 1997, p. 3)

The National Standards for School Counseling Programs

- establish the school counseling program as an integral component of the academic mission of the school;
- provide equitable access to school counseling services for all students provided by a state-credentialed school counselor;
- identify the knowledge and skills all students should acquire as a result of the K-12 school counseling program; and,
- ensure the school counseling program is comprehensive in design and delivered in a systematic fashion to all students.

The National Standards clearly delineate what students should know and be able to do as a result of the school counseling program (Dahir, 2001). Most importantly, they are a means for connecting school counseling to the school improvement agenda by analyzing important data, identifying student competencies to support the need, and monitoring the impact of the program.

Comprehensive and developmental school counseling programs based on *National Standards for School Counseling* have emerged as a promising practice in many states. Research continues to support the effectiveness of the comprehensive model in increasing academic achievement, career development, parental satisfaction, school climate, and attendance (Brigman & Campbell, 2003; Sink and Stroh 2003, Lapan, Gysbers & Sun, 1997, Lapan, Gysbers and Petroski, 2001).

School counseling programs, in order to benefit all students, requires a shift from a student-by-student system of service delivery to comprehensive programming with a focus on student development in the three domains fundamental to student success:

- **Academic development**, the acquisition of skills, attitudes and knowledge contributing to effective learning in school and throughout the lifespan.
- **Career development**, the foundation for the acquisition of skills, attitudes, and knowledge enabling students to make a successful transition from school to careers.
- **Personal/social** development, the acquisition of skills, attitudes and knowledge to help students understand and respect self and others, acquire effective interpersonal skills, understand and practice safety and survival skills, and develop into contributing members of society.



"The RI Model gives counselors a guideline to start building their programs and goals to work towards in their schools."

Donna Beaudoin, School Counselor, Flat River Middle School, Coventry

The American School Counselor Association National Model



The American School Counselor Association National Model (2003) was created to assist school districts design school counseling programs that support the academic success of every student. The outside frame of the model, depicted above, represents the skills of leadership, advocacy, collaboration, and working towards systemic change as key philosophies and transformed skills (Education Trust, 1997), all critical to the new mission of school counselors. These will be addressed in Section Four.

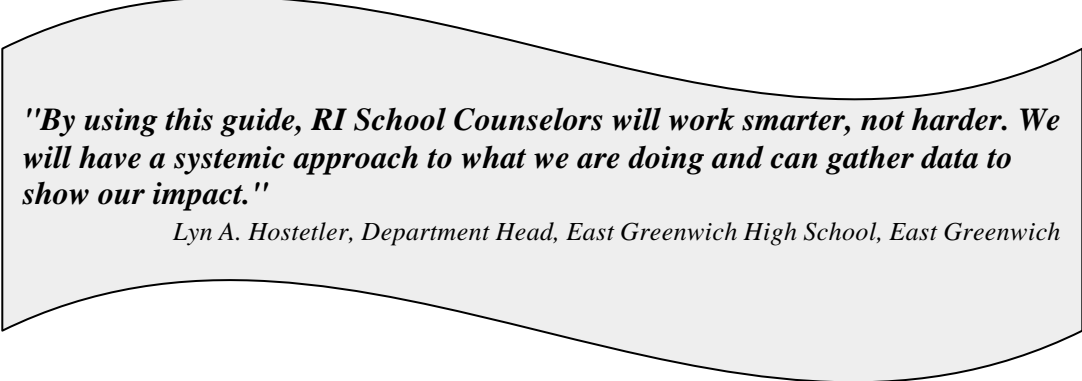
The interior of the graphic depicts four interrelated themes representing key elements of a school counseling program:

- The **Foundation** of the program addresses the belief and mission that every student will benefit from the school counseling program;
- The **Delivery system** which defines the implementation process and the components of the comprehensive program, i.e., guidance curriculum, individual planning with students, responsive services, and system support;
- The **Management system**, the organizational processes and tools needed to deliver a comprehensive school counseling program. These processes and tools include: agreements of responsibility, use of data, action plans, and time and task analysis;

- The **Accountability system** is the means for evaluating the effectiveness of their work in measurable terms such as impact over time, performance evaluation, and a program audit.

As students are asked to achieve higher academic standards, counselors are seeking ways to support all children in achieving those standards. The American School Counselor Association leadership has called for counselors to become “catalysts for change who are proactive rather than reactive, communicators advocating for change for themselves, caregivers for self and others, and collaborators in providing the best and most appropriate services for children and adolescents” (Paisley & Borders, 1995, p.153).

The *ASCA Model* provides a framework for the components of the comprehensive program (foundation, delivery, management, and accountability), presents the school counselor's role in implementation, and integrates the underlying philosophies of leadership, advocacy, and systemic change. School counselors shift the emphasis from a service-centered model that impacts some students to program-centered approach for every student. No longer is the question “*What do counselors do?*” but more importantly “*How are students different as a **result** of the work of school counselors?*”? The *ASCA Model* is the foundation for the *Rhode Island Model* which directs school counselors towards the vision of a unified, focused, professional school counseling program.



"By using this guide, RI School Counselors will work smarter, not harder. We will have a systemic approach to what we are doing and can gather data to show our impact."

Lyn A. Hostetler, Department Head, East Greenwich High School, East Greenwich

SECTION 2

Rhode Island's Commitment to School Counseling and School Improvement

Rhode Island education policy promotes comprehensive, developmental K-12 school counseling programs that create opportunities for all kids to reach beyond academic achievement and attain skills and competencies to meet their personal/social and career needs. School counselors demonstrate the leadership to develop meaningful collaborations with faculty, families, and other partners in the school community to meet the needs for each child's success.

KEY COMPONENTS OF SECTION 2

School Counseling in Rhode Island	The RI General Assembly added language to <i>Article 31</i> recognizing the contribution of school counselors to positive educational change and to the success of students in three domains: academic, personal/social, and career development. <i>Article 31</i> encouraged every district to implement a K-12 comprehensive, developmental school counseling program. The Rhode Island School Counselor Association (RISCA) and the Rhode Island Department of Education (RIDE) have undertaken initiatives to support this goal.
The State of Education in Rhode Island	Educational reform initiatives in Rhode Island over the last decade are articulated with standards-based learning, school improvement, and the five goals of <i>No Child Left Behind</i> (2001).
Rhode Island K-12 Initiatives	<i>Rhode Island Board of Regents' Regulations</i> requires districts and schools to plan for and take action around personalized learning environments, professional development and common planning time, advisory structures, and learning plans for all students.

School Counseling in Rhode Island

In the 1960s and particularly in the 1970s, the comprehensive process emerged as the means to re-orient school counseling from an ancillary set of services to a programmatic model (Gysbers & Henderson, 2000). Coupled with this is the developmental approach which is “a planned effort to provide each student with an (age appropriate) set of skills and experiences that helps enhance all learning and embraces all of the goals of education” (Myrick, 1999, p. 35). Additionally, Johnson and Johnson (2002) strongly influenced school counseling by reminding counselors of the importance of results-based programs and encouraged them to become more aware of the impact of their work on student behaviors and decision-making skills. These three approaches have as their primary goal the demonstration of the contributions of the counselor to student academic success. The American School Counselor Association developed the *National Model* (ASCA, 2003) which integrates the work of Gysbers, Myrick, and Johnson, incorporates the *National Standards* (ASCA, 1997) into the program foundation, and systematizes the comprehensive, developmental process to improve its effectiveness.

The Rhode Island School Counselor Association (RISCA), the Rhode Island and Department of Education (RIDE), as well as Providence College and Rhode Island School-To-Career, concur that a systematic approach to comprehensive school counseling as presented in *The RI Model* will best serve students. School counselors contribute in significant ways to the education of all children in Rhode Island since the mission of the school counselor is inextricably tied to that of the school and the district summoning calls for instruction, programs, and activities that will help raise student achievement and performance. Programmatic and policy initiatives from RISCA and RIDE clearly support this agenda and have brought counselors to the forefront of school improvement.

The mission of RISCA is to promote excellence in professional school counseling and the development of all students by advocating for the role and programs of school counselors and by demonstrating leadership in developing new and supportive services and programs for its members (RISCA, 2004). RISCA, re-chartered in 1999, is a state division of the American School Counselor Association and supports a systemic approach to K-12 school counseling. RISCA strives to be the “voice” for school counselors, their students, and supporters of school counseling throughout the state of Rhode Island.

RIDE presents a bold vision of restructuring schools so that students, rather than the system, are the primary consideration. Inherent in the RIDE plan is the vision that school counselors can play a pivotal role in helping schools achieve this goal and thus help all students to become successful academically. These regulations, passed by the Board of Regents in 2003 to promote literacy and high school reform, call for the support and involvement of all school counselors, K-12. “Graduation begins in kindergarten” (Education Trust, 1997).

School counseling in Rhode Island is a multi-dimensional endeavor that melds national thinking with Rhode Island's school-reform efforts. The goal is to ensure that every student will acquire the academic, career, and personal/social development skills to successfully negotiate transitions from grade level to grade level, and from high school to post-secondary education. Students will also acquire the skills to become responsible citizens, both able to sustain themselves and to contribute to society. In order to accomplish this, Rhode Island school counselors need to build a vision of accomplishment for their students, connect to the mission of their schools and districts, and collaborate and team with their colleagues for student success. School counselors and district leaders can assess the policies, regulations, and practices that support the success of every student, the academic mission of the school, the school counseling program, the mission of RISCA and the goals of the Rhode Island Department of Education. Rhode Island school counselors will also assist in creating personalized learning environments so that students are able to meet the high standards expected of them.

Although the goals may seem far reaching, Rhode Island school counselors use their leadership, advocacy, collaboration and teaming skills to create the necessary changes to ensure equity in educational opportunities for all students. *The Rhode Island Model* asks school counselors to examine current practices and services and provides the guidance for responding to current educational demands and expectations.

The State of Education in Rhode Island

Rhode Island education policy is based on an "**ALL KIDS Can Succeed**" premise; therefore, the education system has established high expectations for every student and for every school in the state to achieve at high levels of performance. A comprehensive, developmental school counseling model is a complement to the expectations for student performance and provides students with the academic, personal/social, and career knowledge, skills and abilities to meet the challenges of the 21st century.

Recent School Reform Initiatives:

- 1996 RIDE publishes the *RI Comprehensive Education Strategy* (CES) as a policy framework that sets out the state's education reform agenda with a focus on two major strands: Improving Teaching and Learning and Creating Responsive and Supportive Systems.
- 1997 The RI General Assembly passes into law the *Education Reform Act*, known as *Article 31*, and which requires all schools to set student performance targets based on state assessments.
- 2002 The RI General Assembly adds language to *Article 31* recognizing the contribution of school counselors to positive educational change and to

the success of students in three domains: academic, personal/social, and career development. It also encourages every district to implement a K-12 comprehensive, developmental school counseling program.

- 2001 The federal *Elementary and Secondary Education Act* (ESEA) is re-authorized as the *No Child Left Behind Act* (NCLB). Rhode Island merges NCLB with CES to create a single accountability system that requires statewide student assessments, curriculum and instruction aligned with state standards, and high-quality teacher preparation and training.

Rhode Island K-12 Initiatives

As a result of two High School Summits, the Board of Regents for Elementary and Secondary Education passed three new regulations in January, 2003 to support student academic success and engagement at the high school level. Officially known as the *Regulations of the Board of Regents for Elementary and Secondary Education Regarding Public High Schools and Ensuring Literacy for Students Entering High School*, these regulations are far reaching as they require all School Improvement Plans (SIP's) to include strategies, objectives, and accountability measures relating to this public policy. It also impacts all educators, including counselors, at all levels (elementary, middle and secondary).

The following chart briefly summarizes the regulations and suggests strategies for counselors to collaborate with teachers to develop plans to meet these educational requirements.

Board of Regents Regulations	Opportunities for School Counselors
<p>Section 4.0: High School Literacy</p> <p>This section requires that the literacy needs of all elementary, middle, and high school students be met so that all students graduating from high school attain strong foundation in literacy. These regulations call for a continuation of the direct and intense focus on literacy that is currently occurring in the early elementary grades. They focus on three main elements of literacy: assessment, intervention, and progress monitoring.</p> <p>The regulations require that students be screened and diagnostically assessed to determine their literacy needs, that appropriate</p>	<p>Counselors can support teachers in literacy by collaborating to develop and deliver school counseling curricula that integrates literacy skills such as reading, writing, and communication with affective education in character and citizenship education. Collaboration ensures that school counselors can help to impact the instructional program by introducing books, journal writing, public speaking, for example, as a complement to the content instruction. Activities can be delivered developmentally and comprehensively across all grade</p>

Board of Regents Regulations	Opportunities for School Counselors
<p>instructional interventions be provided, and that students with identified literacy needs continue to have their progress monitored and services provided until they attain grade-level proficiency.</p> <p>Within the <i>Initial Guidance for the Literacy Component of the Regulations</i> (Section 4.0), the <i>Scaffolded Framework for Secondary Literacy</i> depicts how schools and districts can create literacy programs and services (including school-wide, targeted, and intensive instruction) consistent with the assessment, intervention, and progress-monitoring components of the <i>Regents' Regulations and the Personal Literacy Plans (PLP) Guidelines</i>. The full text of the regulations and descriptions of these documents are available on the RIDE website: www.rido.net.</p>	<p>levels.</p> <p>Literacy is a concern of all teachers; counselors can support and advocate at all levels for academic programs that offer students access to quality reading, writing, and verbal communication instruction.</p>
<p>Section 5.0: Graduation by Proficiency</p> <p>Beginning with the class of 2008, earning the minimum number of "Carnegie" units will no longer be sufficient to graduate from high school. Section 5 calls for a mutually reinforcing system of proficiency-based graduation requirements, local assessments that involve multiple measures of performance for all students, and state assessments.</p> <p>Correspondingly, with the advent of proficiency-based graduation requirements (PBGRs), in 2008 each student will need to demonstrate his/her proficiency with both content knowledge and habits of thinking/applying that transcend disciplines as delineated in <i>RI's Grade Span Expectations</i>, <i>RI's Common Core of Learning</i>, and national content and performance standards.</p> <p>In addition to classroom tasks and assessments, students will need to demonstrate this proficiency through at least <i>two</i> of the following: proficiency-</p>	<p>"Graduation begins in kindergarten", (Education Trust, 1997). School counselors can collaborate with teachers to design developmental activities and deliver them through Individual Student Planning, Prevention and Intervention (responsive) Services, School Counseling Curriculum and System Support (see Section 3). As students achieve knowledge and skills through academic, career, and personal/social development, they will both enter and exit high school with a better sense of their interests, abilities, motivation, and achievement for successfully transitioning to the next phase of their post-secondary endeavors.</p> <p>Counselors can help to advise and guide students in their research and incorporate applied-learning skills that</p>

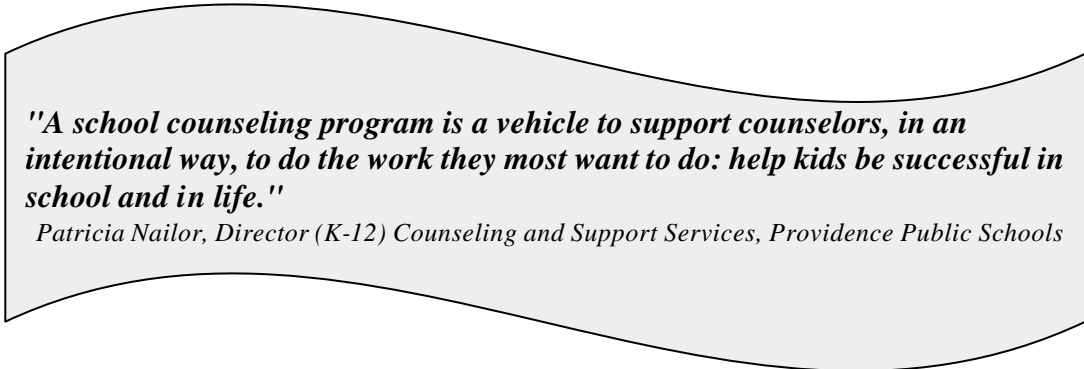
Board of Regents Regulations	Opportunities for School Counselors
<p>based departmental end-of-course exams, a Certificate of Initial Mastery, portfolios, extended "capstone" or "senior" projects, public exhibitions, or the use of technological tools. This proficiency must be demonstrated in a common academic core curriculum that includes the arts and technology.</p> <p>Additionally, all student learning experiences will incorporate applied learning through classroom, work-related, and/or community service experiences. This increased focus on applied learning offers a unique opportunity for schools to add contextual teaching and learning experiences in all classes.</p> <p>It also offers an opportunity to integrate the "academic" learning that occurs in school with those of the laboratory, applied arts and sciences, and career-education experiences.</p>	<p>may become a "senior" or "capstone" project.</p> <p>School counselors can support the development of new courses and encourage all students to enroll in rigorous courses in order to better prepare them to participate in a variety of the proficiency demonstrations including internships, business cooperatives, field experiences, and community service opportunities.</p> <p>School counselors can further assist students by initiating programs that examine exploration activities that connect academic coursework to career options.</p>
<p>Section 6.0: School Restructuring</p> <p>The high school restructuring component of the Regents' regulations requires districts and schools to plan for and take action around personalized learning environments, professional development and common planning time, and advisory structures.</p> <p><i>6.1 Personalized Learning Environments</i></p> <p>RIDE's <i>Initial Guidance for the High School Restructuring Component</i> describes how a comprehensive K-12 school-counseling program should provide the infrastructure for personalization and a collective responsibility for more students' achieving the Regents' standards for academic proficiency.</p> <p>Individual learning plans are a required strategy for responding to, as well as planning and</p>	<p>Elementary schools are intuitively personalized school environments. School counselors can capitalize on this positive climate to ensure that all students are known well by an adult.</p> <p>Middle schools can present a stressful transition for some students. Counselors can assist in personalizing the middle-level experience by encouraging teaming or creating smaller schools-within-schools. Smaller, more intimate environments ensure that no child goes unnoticed and afford students the ability to make connections with adults.</p> <p>High schools are often large and impersonal environments. Every</p>

Board of Regents Regulations	Opportunities for School Counselors
<p>recording for each student's academic, career and personal/social/emotional development beginning no later than grade 5.</p> <p>Other approaches suggested for personalization are student advisories, schools within schools, academies, flexible scheduling, senior year dual enrollment, and interdisciplinary grade level teams organized around a common group of students. All strategies must be implemented no later than January of 2005 and there must be a mechanism for evaluation and continuous improvement.</p> <p><i>6.2 Professional Development and Common Planning Time</i></p> <p>All certified staff must receive an annual minimum of 15 hours of professional development in the priority areas of literacy, graduation by proficiency, and/or personalization.</p> <p>By September 2005, high school teachers must have weekly common planning time, organized around students, especially those with the highest needs.</p> <p><i>6.3 Advisory structure</i></p> <p>All schools must have a structure by which every student is assigned a responsible adult who is knowledgeable about that student and who tracks his/her progress.</p>	<p>teenager needs a significant adult in her/his life to support the challenges presented by school rigor, policies, and socialization pressures.</p> <p>School counselors can assume a leadership role in the organization and curricular development of an advisory model. Since they are trained in many of the affective and life-skills instructional components, counselors can collaborate and train teachers to serve as advisors.</p> <p>Because of their knowledge of students' learning styles, abilities, talents and career interests, school counselors may collaborate with teachers in learning plan.</p> <p>School counselors could also use advisory as an opportunity to deliver components of a comprehensive counseling program that articulates the three standards: academic, career, and personal/social.</p>

Regulation 6.0 has major implications for all school counselors. Imbedded in the RIDE guidance to the regulation is a call to action for schools to "implement a comprehensive school counseling program as the infrastructure around which school redesign for personalization occurs" (RIDE, 2004). School counselors in Rhode Island can seize this opportunity to play a critical role in advocating for student success and contribute to the development of personalization experiences. Research from the

School Accountability for Learning and Teaching (SALT) instruments has shown that students who feel that they have high levels of support from an adult in the school have positive views of the school, and teacher support of their overall learning experience, and of their own personal adjustment (Lisi, 2003). Students who do not have an adult to act as advocate, confidante, or advisor tend to see school in ways that are more negative; and those students are far more likely to not be successful in school (Lisi, 2003).

School counselors impact the instructional program, are partners for student success, and contribute to the school-improvement agenda in Rhode Island. School counselors can lead, advocate, collaborate and team, and use data to create the necessary systemic changes to ensure that all students will graduate from RI high schools proficient and prepared. Regulations 4.0, 5.0, and 6.0 specify that students will graduate from high school with all options available to them and with appropriate literary skills.



"A school counseling program is a vehicle to support counselors, in an intentional way, to do the work they most want to do: help kids be successful in school and in life."

Patricia Nailor, Director (K-12) Counseling and Support Services, Providence Public Schools

SECTION 3

Transforming School Counseling

Leadership is influence, a mindset, and an attitude that results in an action or change. Leadership means the school counselor views his/her position in the school as critical to the traditionally viewed indicators of student success such as grades, attendance, test scores, school culture, drop-out rate, student retention, etc. It goes well beyond a committee position or an assignment of responsibility.

(Stone & Dahir, 2004)

The Rhode Island Model for Comprehensive K-12 School Counseling Programs reinforces the skills school counselors acquired through the training provided by the *Transforming School Counseling Initiative* (Education Trust, 1997). The attitudes, skills, and beliefs acquired through this and other professional development opportunities are essential for designing and implementing a comprehensive counseling program.

KEY COMPONENTS OF SECTION 3

Collaborating for Student Success	Working in collaboration with all school community members, counselors work for systemic change to close the “gap” and ensure equity and access for every student.
The Transformed School Counselor	This new vision of school counseling, emphasizing leadership, advocacy, and collaboration and teaming skills.
Analyzing Current Practice	A self-study is essential to determine the strengths and needs of the current counseling program.
Connecting Current Practice to Transformed School Counseling	Principles for the transformed school counselor are outlined and aligned with current district school counseling practices.

Collaborating for Student Success

School counselors are most successful when they engage others in the process of supporting every student in achieving his/her academic, career, and personal/social development. Furthermore, a district's ability to reach its improvement goals is very much grounded in the ability of all school members to collaborate and work as a team to share common goals.

In a district with a comprehensive school counseling program, administration, faculty, staff, and families **understand they have explicit roles and responsibilities** in the program to ensure that every student benefits. The following demonstrates how all can interact to assist students in achieving their goals:

Members of the School Community	Responsibilities in a Comprehensive School Counseling Program
School Counselors	Provide proactive leadership to ensure that every student can succeed. They manage the comprehensive program and co-ordinate strategies and activities with others (teachers, support staff, parents, community agencies, business representatives) to meet the stated goals, standards, and competencies.
Teachers	Are partners with school counselors. They develop and infuse guidance activities that are integral to good learning rather than extraneous, disconnected, or added material into the instructional program. They may also serve as advisors or mentors to students.
Pupil Personnel Services (school psychologist, social worker, school nurse-teacher, etc.)	Collaborate and team with the school counselors to ensure that school psychologists, school social workers, school nurses, student assistance counselors, and other support personnel are actively involved in supporting each student's academic, career, and personal/social development. They support students and families with information regarding outside agencies and assist students with mental or physical and/or social issues.

Members of the School Community	Responsibilities in a Comprehensive School Counseling Program
Administrators	Provide leadership in developing the program and in the ongoing program improvement. They provide continuous support and emphasize the importance of the program to others and promote cooperation among counselors, faculty and others. Additionally, they provide facilities, resources, and allow time for facilitating the program process.
Parents	Work cooperatively with school personnel in delivering the program. They serve on committees and provide linkages to the community by communicating program goals to others.
Students	Participate actively and assume responsibility for meeting standards/competencies. They will be able to identify the skills, knowledge, and attitudes they have gained in structured guidance sessions.
Business/Community Representatives	Representatives from business, industry, and others in the community serve on committees, talk with classes, act as mentors, provide financial support, and generally serve as partners in the education of youth. Connections established are vital in developing work-based learning opportunities.

"A transformed counselor can bring all the stakeholders together to promote lifelong learners."

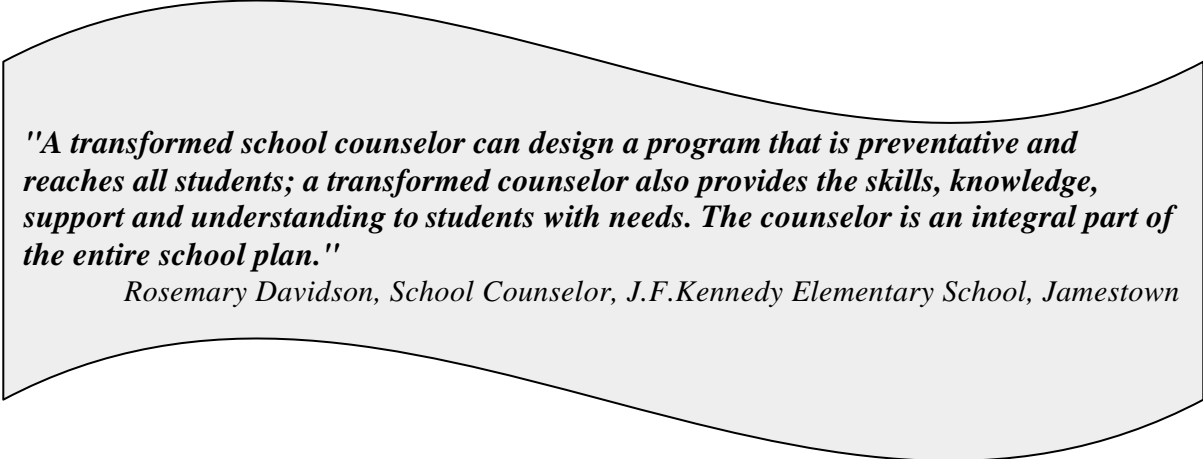
Evelyn Bradshaw, School Counselor, North Kingstown High School, North Kingstown

The Transformed School Counselor

In order to develop and implement a comprehensive and standards-based counseling program which is proactive and designed to reach and assist every student in the school, a new vision and a wider range of skills are necessary for the contemporary counselor. Transforming School Counseling, an initiative of the Education Trust (1997), examined the preparation of school counselors and both identified and advanced the skills that practitioners need to successfully ensure that every child can succeed and achieve.

In the spring of 2004, school districts in Rhode Island were invited to send their school counselors to multi-day professional development activities in the Transforming School Counseling Initiative. By using skills in leadership, advocacy, collaboration, and data analysis, counselors can focus on the goal improving student achievement and creating the changes needed to impact the system.

Counselors will always use their counseling, consultation, and coordination skills. However, as counselor training and professional development incorporate leadership, advocacy, collaboration and teaming, and use of data, a more effective role for school counselors will emerge. By focusing on student achievement, school counselors will become vital educators in the school setting (House & Martin, 1998).



"A transformed school counselor can design a program that is preventative and reaches all students; a transformed counselor also provides the skills, knowledge, support and understanding to students with needs. The counselor is an integral part of the entire school plan."

Rosemary Davidson, School Counselor, J.F.Kennedy Elementary School, Jamestown

The following chart summarizes the continuum of counseling skills in the transformed model of a school counseling program:

The Practice of the Traditional School Counselor	The Practice of the Transformed School Counselor
<ul style="list-style-type: none"> ▪ Counseling ▪ Consultation ▪ Coordination <p style="text-align: center;">Service-driven model</p>	<ul style="list-style-type: none"> ▪ Counseling ▪ Coordination ▪ Consultation ▪ Advocacy ▪ Teaming and Collaboration ▪ Data-driven/Results-based ▪ Use of Technology <p style="text-align: center;">Data-driven and standards-based model</p>

As leaders and advocates, school counselors are expected to promote, plan, implement and assess a comprehensive school counseling program. They work to promote student success by closing existing achievement gaps and providing access to a demanding academic program for each student (Stone & Dahir, 2004). Keeping in mind “students first,” school counselors ensure that every student benefits directly from the school counseling program.

Analyzing Current Practice

The key to implementing a comprehensive model is first analyzing the current counseling program in collaboration with all school-based personnel. Only after this has been completed can the shift from a service-driven model to a standards-based school counseling program be created, delivered, and measured.

Constructing an Implementation Team

Before current practice can be analyzed, the school counselors with their administrators should identify a district implementation team whose sole purpose is to develop and systematize the K-12 comprehensive counseling program. The core team might include:

- School counselors and an administrator (an administrator from buildings without school counselors would be beneficial);
- Representatives from the school community, including teachers, social workers, school psychologists, substance abuse counselors, and student resource officers;

- At least one administrator from central administration with authority to make district-level decisions.

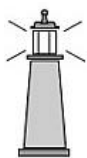
The Mission of the Implementation Team

The implementation team will ensure that the program becomes operationalized. However, before deciding to modify an existing program into a standards-based, comprehensive program, the team needs to understand the scope and breadth of the current counseling program. Assessing current practice first helps to create a clear vision for the future and invite community partners to participate. The implementation team will align the school counseling program with both school and district mission, as well as with the expectations of *The Rhode Island Model* and create a time line for the implementation of a district school counseling program. Additionally, all personnel and stakeholders who will be affected by the implementation should have an opportunity to review the plan and provide input (i.e. teachers, students, school committee, parent groups).

The implementation team should meet regularly; team members must monitor the implementation progress and facilitate building and/or district level discussions by focusing on the school counseling program's influence and impact on student success as it supports the instructional program. In this manner all members of the school community are aware of struggles as well as accomplishments and are engaged in conversations about student success.

Undertaking a Self-Study

Analyzing current practice provides district leaders and school counselors with a method for determining to what degree a comprehensive school counseling program is in place and clearly shows the team which aspects of a comprehensive model still need to be implemented. This is an opportunity to take inventory of the counseling program, including examining the program design, counselor activities, and how results are measured.



The "School Counseling Program Self-Study" found in Appendix A can be used or modified to assess progress along the continuum of change.

Connecting Current Practice to Transformed School Counseling

Mapping and aligning current school counseling services and activities into a comprehensive process is the next step. The management of resources, consultation, collaboration and teaming, advocacy, and the coordination of services are essential to impact systemic change and support the "new vision" of school counseling (Ripley,

Erford, Dahir & Eschbach, 2003). Specific counselor attitudes, knowledge, and skills are essential to help school counselors impact the systems such as classrooms, schools, and families that most affect students and provide brighter futures for them.

Through system support and collaboration with other professionals in the school building, school counselors influence policies and practices, and they advocate for students and the counseling program by using strong communication, consultation and leadership skills. Together, the comprehensive program and nine “new vision” skills will **transform** the school counseling program.

Applications of each of these skills are essential for successful implementation of a comprehensive school counseling program. In addition, the 2003 regulations from the Board of Regents (see Section 2) call on counselors to use their skills in helping to personalize the school’s environment. These skills and how they connect to what counselors currently do are outlined below:

Skills Necessary for Transformed School Counselors

Counselor Skills	Connection to Counselor Practice
Individual Counseling	<p>Personal and private interaction between school counselor and student provide the student with an avenue to explore ideas, feelings, behaviors, and needs. Regulations from the Board of Regents require all students to have individual learning plans which may involve counselor input. School counselors exhibit trust and provide information, always considering actions in terms of the rights, integrity, and welfare of students.</p> <p><i>Counselors are obligated by law and ethical standards to report a case when a person’s welfare is in jeopardy. It is a counselor’s duty to inform an individual of the conditions and limitations under which assistance may be provided (see ASCA Ethical Standards for School Counselors, Appendix A).</i></p>
Group Counseling	<p>In small group counseling, a counselor works together with two to eight students. Group members have an opportunity to learn from each other in this personalized setting; they can share ideas, give and receive feedback, increase their awareness, gain new knowledge, practice skills, and think about their goals</p>

Counselor Skills	Connection to Counselor Practice
Group Counseling (con't)	and actions. Group discussions may be problem-centered, where attention is given to particular concerns or problems, or growth-centered, where students learn skills that are related to their academic, career, and personal/social development.
Coordination of Services	School counselors balance direct-service delivery with indirect services. A school counseling program's indirect service model reaches beyond the counseling office to coordinate services and resources among students, teachers, technology, school-based administrators, central administration, community-based organizations, the larger community, and the business community.
Consultation	As a consultant, the counselor helps parents and teachers work effectively with each other. Consultation assists parents and teachers in working through problems and concerns while they acquire additional knowledge and skills to become more objective and self-confident. This intervention can take place in individual or group conferences, through staff-development activities, or through parent-education classes. Counselor professional development is critical in maintaining a strong role as consultant.
Leadership	School counselors acting as leaders ensure that all students have equal access to quality academic programs as well as support needed to meet the demands of these challenges. As role models and change agents, counselors can accomplish much more when they are seen in a leadership role in the schools, such as serving on the Student Improvement Team (SIT) and/or curriculum council, and joining other groups that work to improve the school and student achievement.

Counselor Skills	Connection to Counselor Practice
<p>Advocacy</p>	<p>Advocacy provides the voice for those students for whom educational opportunity has traditionally been adversely stratified, especially those of low socio-economic students and students of color. Advocacy in action demonstrates the school counselor's commitment to address the inequities in the system, encourage high aspirations, and help to change policies that stratify opportunities for students. This in turn empowers students to become their own advocates.</p> <p>Advocacy requires school counselors to examine their behaviors and to accept the responsibility of assuring all students access and equity in educational opportunity. Doing the same for all students is not equity. School counselors must actually "shift the system" to give individuals the most that need the most.</p>
<p>Teaming and Collaboration</p>	<p>The school counselor is in a unique position to interact with students, faculty, administration, parents, and the community to help students build resiliency and overcome barriers to academic achievement. These goals will also be reflected in students' learning plans. School counselors work diligently to create effective relationships with students, families, teachers, building administrators, and community members. Collaboration means sharing the responsibility of educating every child to high standards. Team players benefit from a clear focus on goals that result from simple, systematic, and guided analysis of student performance data (Schmoker, 2001).</p> <p>School counselors working as collaborators and team players positively impact the learning community to provide an equitable, excellent, and challenging education for every child. This in turn can lead to a positive climate of the school, encourage a sense of community, and thus ensure that all children learn to their fullest potential.</p>

Counselor Skills	Connection to Counselor Practice
<p>Data-driven and Using Results</p>	<p>School counseling programs are data-driven. Data creates a picture of student needs and provides an accountable way to align the school counseling program with the school's academic mission. <i>No Child Left Behind</i> asks school counselors to demonstrate accountability and the impact of their work on student achievement (Stone & Dahir, 2004).</p> <p>The <i>National Standards for School Counseling Programs</i> (Campbell & Dahir, 1997) guide the development of the program content for student growth and achievement in the academic, career, and personal-social domains and offer guidance to student attainment of the competencies.</p> <p>In this climate of accountability, connecting the work of school counselors to school improvement data is the most powerful indicator of the success of the school counseling program. School counselors need to demonstrate that the achievement of the National Standards and student competencies support the instructional program and are related to improved achievement and a more personalized school climate</p>
<p>Use of Technology</p>	<p>Each school counselor needs to be technologically literate. Information on the internet is vast, and school counselors must assist their students in locating necessary information and determining if the information is valid.</p> <p>School counselors must also be able to communicate through e-mail and word processed documents, as well to use presentation software to communicate information visually to the school community.</p> <p>Counselors also need to be able to gather, analyze, and manipulate data to better understand student achievement and to assess the counseling program effectively.</p>

Skills Into Practice

By utilizing the Self Study or similar assessments, and discussing the results with members of the school community, counseling departments and districts in Rhode Island will be more able to assess the effectiveness of current practice and progress towards fully implementing a comprehensive, developmental school counseling program.

As such, no longer can counselors work in isolation or with a few students and practice their craft “behind the scenes.” Counselors must be heard and seen; they are *leaders* who have ready, personal connections with students, teachers, and parents. They need to *advocate* for students who may not have access to certain opportunities that others do; they must *collaborate and team* with others to plan for students' success. They also need to *collect data* to not only show student results because of the counseling program, but counselors need to be accountable for what they do.

Most of all, counselors must use their *leadership and advocacy skills* to change the system so that all students “have access to a rigorous curriculum which maximizes post-secondary options” (ASCA, 2003, p. 15). In doing so, Rhode Island school counselors will clearly connect their work to the mission of schools and contribute to both student achievement and success.

"A transformed school counselor can help students find their passion and help dreams come true."

Kevin Quinn, School Counselor, South Kingstown High School, South Kingstown

SECTION 4

Building the Foundation

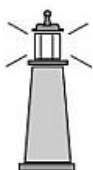
The foundation of the school program is the implementation of the belief and mission that every student will benefit from the school counseling program. Creating a vision for school counseling, developing a mission statement, challenging beliefs and behaviors, and implementing the National Standards all support student growth in academic, career, and personal/social development as well as the goals in school improvement. The foundation provides the basis for every student to benefit from a comprehensive school counseling program.

KEY COMPONENTS OF SECTION 4

Mission	The mission aligns the school counseling program with the educational mission statement of the school district.
Vision	The vision statement depicts what the school counseling program can accomplish and what it can do for all students.
Beliefs	The premise of every school counseling program is the belief that every child can learn and succeed. Belief statements demonstrate to school community members that the purpose of the school counseling program is to support the achievement of every student.
National Standards	The National Standards for school counseling programs are statements of what students should know and be able to do as a result of the school counseling program.
Student Competencies	Competencies are the pathways to demonstrating student growth and documenting progress toward the achievement of the nine standards. They represent the knowledge, attitudes, and skills that students need for academic, career, and personal/social success.

Creating a MISSION Statement

The mission describes the purpose for the school counseling program and is aligned with the school district's mission. This emphasizes that the school counseling program supports the learning community and impacts the instructional program. By providing the affective component to support, promote, and enhance student achievement. The school counseling program, in alignment with the school's mission, is committed to providing **all** students with the skills needed to become life-long learners and productive members of society.



A mission statement template is available in TOOLS 4.1.

Building a VISION for School Counseling

A vision brings the dream into reality. This initial component of designing a school counseling program is critical since it sets the tone for what the counseling program desires to be - *and do* - for all students. Rhode Island school counselors will be able to determine their contributions by focusing on student outcomes.



At the end of this section is a form to write a vision statement (TOOL 4.2). This is an activity that can be shared within the school counseling department or drafted at the district level with input from counselors from all the schools.

The mission and vision statements should be revisited every five years to assure that the school counseling program and the school building's/district's school improvement goals are in alignment.

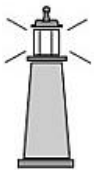
Reflecting on School Counseling BELIEFS

Beliefs inform behaviors. School counselor beliefs about students, families, colleagues, and community strongly influence their work with students. When designing the school counseling program, counselors need to have open and candid discussion regarding their beliefs about students and student learning. Belief statements are at the core of the **Foundation** of an effective school program and are public statements as to how counselors can best support student learning and achievement.

Each school counseling program must develop its own set of core beliefs. The following is a composite of belief statements from various RI school counseling programs:

- the school counseling program will serve every student;
- every student in K-12 is entitled to equal access to school counseling programs;
- every student can learn and succeed at high standards and can reach his/her potential;
- students develop individually and have ethnic, cultural, racial, and other differences. All must be assisted at developing at their own rate and have their academic, career, and personal/social skills monitored by individual learning plans;
- school counseling programs must encourage students to develop effective interpersonal relationships, as well as systemic, individual plans for the future;
- school counseling programs are comprehensive and developmental in nature, proactive in design, and responsive to societal trends;
- school counseling programs are most successful when delivered in collaboration and partnership with students, families, community members, educators, and administrators;
- school counseling programs support student academic, career, and personal/social development, since all students need to acquire knowledge and skills for success in the real world;
- to implement a solid school counseling program, the school counselors must believe in the importance of ascribing to the *ASCA Code of Ethics* and believe that ongoing, comprehensive professional development is essential.

[Compiled from Coventry School Counseling Program Beliefs, Cranston Public Schools Guiding Beliefs, Cumberland School Counselor Beliefs and South Kingstown School Counselors' Philosophy]



TOOL 4.3 is a template to draft statements regarding beliefs for a school counseling programs and student success.

Standards-Based School Counseling

Education in Rhode Island's public schools is built around content and applied learning standards, is aligned to the curriculum, is results-based, and has measurable outcomes. The same is true in a comprehensive counseling program.

The *National Standards for School Counseling Programs* (ASCA, 1997) established goals, expectations, support systems, and experiences for all students. The standards focus on what all students, from pre-kindergarten through grade twelve, should know, understand, and be able to do to enhance their development, clarify the relationship of school counseling to the educational system, and address the contributions of school counseling to student success in school.

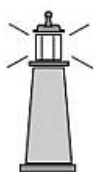
The Standards motivate school counselors, school administrators, faculty, parents or guardians, businesses, and the community to engage in conversations about expectations for students' academic success and the role of counseling programs in enhancing student learning. They also uphold the requirement for counseling participation in personalized learning environments adopted by the Board of Regents (RIDE 2004).

The *National Standards for School Counseling Programs* provide a framework for developing the content and writing of a school counseling program and are the foundation for the *ASCA Model* (2003). The nine National Standards, three in each area of academic, career and personal/social development, are considered to be the essential foundation for the content for school counseling programs (Campbell & Dahir, 1997). The following chart describes the National Standards within each domain area.

Domain	National Standards for School Counseling Programs
Academic	A Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.
	B Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
	C Students will understand the relationship of academics to the world of work and to life at home and in the community.
Career	A Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
	B Students will employ strategies to achieve future career goals with success and satisfaction.

Domain	National Standards for School Counseling Programs
	C Students will understand the relationship between personal qualities, education, training, and the world of work.
Personal/ Social	A Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others. B Students will make decisions, set goals, and take necessary action to achieve goals. C Students will understand safety and survival skills.

In addition to the standards, there are also student competencies to support each standard and to identify student achievement of learning outcomes.



Aligning the school counseling program with the National Standards is the first step towards implementing The Rhode Island Model. Examining the activities and strategies already in place will help to identify which standards and competencies are in place and where gaps exist. TOOL 4.4 assists in this process to begin to align existing practices, activities and services with the National Standards.

COMPETENCIES Are the Basis of the Counseling Program

Student competencies define the knowledge, attitudes, and skills students should obtain and demonstrate in academic, career, and personal/social success as a result of participating in a standards-based school counseling program. Since the purpose of the counseling program is to help students succeed in school and in life, it is important for the program to be written in terms of student competencies. These competencies are acquired across all components of the comprehensive, developmental school counseling program, including individual student planning in conjunction with personal learning plans, prevention, intervention and responsive services, and the school counseling curriculum.

Some school districts select specific competencies or outcomes from the ASCA competencies to align with the district's mission for education and with the academic standards. Others develop their own based on input from needs assessments, advisory committee discussions, school improvement team goals, teacher observations, and relevant school data, all of which are sources of information for locally developed student competencies. The competencies can also be organized developmentally by school level and serve as a sequence of strategies and activities to reflect student growth.

The following chart demonstrates a student competency for each grade span as well as a sample activity that is results-based and is connected to Standard A (academic achievement). Finally, the chart reinforces that the school counseling program is connected to the mission of the school and its school improvement plan.

Student Competency	Grade Level	Activity	Measure-able Results (Accountability)	Connection to School Improvement (Accountability)
Students establish goals to improve grades and create a plan as to how to achieve this.	ELEM	Every student reviews her/his plan in terms of report card grades.	Every student has a written plan. Report card shows improvement in grades.	The school building's report card shows more students achieved higher grades (A's and B's) than in the previous school year.
Students demonstrate how using time and task management improves their grades.	MS/JHS	Student, in conjunction with teachers and parents, checks agenda/planner daily.	Every student uses the planner/agenda daily. Student report card shows improvement in grades. Homework and assignments are completed on time.	The school building's report card shows that more students have passed courses than in the previous school year.
Students establish a four-year academic plan containing future career goals.	HS	Every student reviews her/his report card the four-year academic plan each quarter.	Every student develops a written plan with career goals. Student report card shows improvement in grades	Data each quarter shows improvement in the number of students passing courses. Annual data shows that more students passed courses than in the previous school year.

"I believe school counseling is an integral part of school improvement efforts."

Anne-Marie Flaherty, School Counselor, East Greenwich High School, East Greenwich



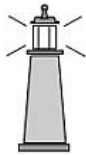
TOOL 4.1

Mission Statement

Reflect back on the purpose of a mission statement for the counseling program. Make sure that your mission is the same or aligned with your building or district mission.

An example of a mission statement: The Mission of Rhode Island School Counselors is to provide all students, pre-K to 12, with professional school counseling expertise that will ensure that, regardless of their race, gender, religion, heritage, ability, or economic status, that every student will be afforded the opportunity to achieve to their fullest potential, the standards of academic, career, and personal/social development as set forward by the Rhode Island State Board of Regents for Elementary & Secondary Education.

Write the Mission Statement here:



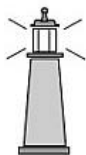
TOOL 4.2

Vision Statement

Create a statement that will state the school counseling program's vision of success for students.

Example: The vision of RI School Counseling is to ensure that every student will graduate with the academic knowledge, career direction and personal/social balance to successfully transition to life after high school as a contributing member and citizen of the state of Rhode Island.

Write the Vision Statement for the program here:



TOOL 4.3

Belief Statements

Reflect back on the purpose of the mission statement written in TOOL 4.1.

Write Statements of Beliefs Here:



TOOL 4.4

Aligning Standards and Competencies to the School's Mission

Name(s) _____ School(s) _____ Grade _____

Domain & Standard (circle):

Academic A B C

Career A B C

Personal/Social A B C

Student Competency	Grade Level	Activity	Measure-able Results (Accountability)	Connection to School Improvement (Accountability)

SECTION 5

Delivering the School Counseling Program

Based on the vision, core beliefs, and mission statements, as well as the National Standards identified in the **Foundation** and school improvement plans, the **Delivery System** delineates the activities, services, and methods for delivering a comprehensive school counseling program. The five areas in this section inform counselors and all school personnel that everyone is engaged in a school-wide effort that supports effective education and student growth as well as development in academic, career, and personal/social areas.

KEY COMPONENTS OF SECTION 5

Individual Student Planning	School counselors coordinate ongoing systemic activities that assist students individually to establish academic, career, and personal-social goals
Prevention, Intervention, and Responsive Services	School counselors are proactive in employing prevention and intervention services to meet student's needs across the academic, career, and personal/social domains. Prevention and intervention services may require individual or group counseling, classroom activities, consultation, school-based or community referral, peer assisting, or dissemination of information. Counselors also provide responsive services to students in crisis.
School Counseling Curriculum	The school counseling curriculum consists of structured developmental lessons designed to assist students in achieving the district's school improvement goals and the nine National Standards. These standards and competencies provide all students with the knowledge and skills appropriate for their developmental levels. The school counseling curriculum is also integrated across the content areas and delivered in a comprehensive and presented development manner across K-12 classroom and group activities. Advisory programs support the plan for personalization and address to support the high school restructuring component in the Board of Regents Regulations.
System Support	School counselors provide on-going support to members of the school community to organize, deliver, manage, and evaluate the school counseling program. Counselors also receive support

System Support	from membership in professional organizations and attendance at conferences and other professional development opportunities.
Transformed Skills in Practice	Counselors need a variety of complex skills to implement a comprehensive developmental curriculum. Transformed school counselors put the skills of leadership, advocacy, teaming, and collaboration, and use of data into practice.

Individual Student Planning

Individual student planning is comprised of activities in which school counselors meet with all students individually or in small groups or in classrooms to assist students in establishing short and long term goals; academic, personal-social, and career plans; and plans for entering the post-secondary world.

Recent regulations from the Rhode Island Board of Regents state that **all** students will have a Learning Plan (LP) that is developed in collaboration with grade 5 and 6 teachers, and is put into place by the end of the students' fifth grade year (Section 6.0 High School Regulations). These LP's, which are the joint responsibility of the teacher, counselor, student, and parent, follow the student through high school.

Students must also take ownership and assume responsibility for their academics, affective learning, and development. Individual planning provides opportunities for them to plan, monitor, and evaluate their progress. Individual planning also helps to document achievement of specific competencies that will ultimately support every student's attainment of the National Standards.

This chart describes student-planning activities:

Monitoring Individual Progress	School counselors and students analyze, interpret, and evaluate student data (such as results of interest surveys) to develop a framework for students' educational, personal, and career goals. School counselors monitor student progress by employing various assessment tools, identifying academic strengths and weaknesses, and reviewing transition plans. Throughout their middle school years, high school career, and beyond, students must review and reevaluate their courses, goals, and future plans.
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<p>Student Portfolio</p>	<p>A student portfolio from the school counseling program might include:</p> <ul style="list-style-type: none"> ▪ Interest Inventory ▪ Self Evaluation ▪ Short and Long Term Goals ▪ Course Selection/Transcript ▪ Community and School Activities ▪ State Assessments ▪ Writing Sample ▪ College/Career Search ▪ Work Experience ▪ Service Learning Experience ▪ Letters of Recommendation ▪ Awards/Recognition ▪ Resume ▪ PSAT, SAT, ASVAB ▪ Four-Year Plan
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Counseling through PREVENTION, INTERVENTION, AND RESPONSIVE SERVICES

School counselors deliver prevention, intervention, and responsive services to meet the immediate needs and concerns of students. Counselors become aware of student issues, concerns, needs, and problems through a variety of sources, including student self-referral, and referrals from faculty, family members, or other acquaintances of the student. Prevention, intervention, and responsive services consist of individual and group counseling, consultation, referral to community agencies, and crisis intervention. Counselors often collaborate and consult with other professionals, including the school psychologist, social worker, and/or school-nurse, as well as with community mental health agencies, and local counselors, therapists, psychiatrists, and other support personnel.

Prevention, intervention, and responsive strategies are much broader than those targeting at-risk students. These services can address issues such as peer pressure, resolving conflict, family relationships, personal identity issues, substance abuse, motivation, and achievement concerns, etc. While responsive services are generally delivered to individual students, prevention and intervention services can be delivered in a direct setting (individual and group counseling), as a workshop or structured activity, or in an indirect manner (such as consultation or outside referral). Prevention,

intervention, and responsive services all support the growth and development in the academic, career, and personal/social domains of each student.

The following chart provides examples of prevention, intervention, and responsive services that involve school counselors.

Counseling	School counselors support the student in a group or individual setting by identifying problems and explore solutions. Areas of concern may be personal, educational, or career; such counseling is short term in nature.
Crisis Counseling	Short-term crisis counseling may be used to respond to a crisis or provide prevention, intervention, and follow-up. Counseling and support are provided to students and their families who are facing emergency situations. Referrals to the school crisis intervention team and community agencies may be necessary.
Consultation	Consultation is a team approach to problem solving with the school counselor serving as the student advocate. School counselors consult with parents, community agencies, school personnel, and/or the student.
Referral	Counselors collaborate with community mental health agencies, social services, juvenile justice services, vocational rehabilitation, and employment/training programs. Peer support programs within school systems are additional and valuable resources for students and school counselors. Prevention and intervention services can also be delivered as preventative activities through guidance curriculum and with collaboration and teaming among teachers and community based agencies.

School Counseling Curriculum

The school counseling curriculum is the written instructional program presented systematically through classroom and group activities for every student in grades K-12. A comprehensive and developmental curriculum addresses and includes experiences in

the academic, career and personal/social domains, reflects the mission and philosophy of each district, and is aligned with National Standards. Lessons are competency based and supported with specific objectives and assessments that may include rubrics. A more detailed explanation of the standards and competencies is described in Section 4.

Counselors do not deliver the school counseling curriculum alone. By collaborating with other faculty and staff, counselors encourage them to participate in the affective development of students. School counselors can partner with other professionals to gather the responsible personnel **who** will teach the curriculum, the place **where** the teaching will occur, determine **how** the competency will be taught (process/activity), and then assemble **resources** needed to accomplish the stated goals. The counselor's responsibilities also include designing, implementing, and evaluating the effectiveness of the school counseling curriculum.

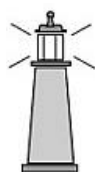
Working with students in large groups wherever appropriate is probably the most effective and efficient use of time. School counselors and teachers, in classrooms or in advisory groups, deliver competencies to students through the use of developmental lessons. The lessons focus attention on particular developmental issues or areas of concern in the school building or district. The results lie in each student's achievement of specific competencies that will ultimately support attainment of the National Standards.

Counselors working with students in classrooms or in other group settings provide a strong basis for helping to personalize the school community. The Rhode Island Board of Regents has instituted regulations that require schools to design a personalized school experience (RIDE, 2003). By co-teaching and leading workshops and activities, counselors provide additional opportunities for students to acquire the attitudes, knowledge, and skills that will help them contribute to the school community, climate, and culture.

The school counseling curriculum can be delivered to students and the school community through a variety of means, including:

Classroom Instruction	School counselors present activities and coordinate with teachers to deliver the school guidance curriculum in the classroom or other appropriate setting.
Group Activities	School counselors may plan a structured activity in response to school or student interests and needs. The activity may take place outside of the classroom.

Interdisciplinary Curriculum Development	Teams of counselors and teachers collaborate to develop planned presentations that infuse the school counseling curriculum across content areas.
Parent Workshops and Instruction	Research suggests that parental involvement enhances student success. Connecting more parents to school can be accomplished through workshops, and information sessions on topics that are timely, topical, instructional and which reflect the school counseling curriculum.



Each district must develop curriculum centered on the academic, career and personal/social domains. This will take a concerted effort on behalf of the counselors in the district to align curriculum, competencies, and grade level expectations. Tool 5.1, at the end of this section, is a template for writing lesson plans. The appendix contains resources suggested by Rhode Island school counselors.

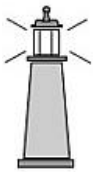
System Support

System Support provides on-going support to the members of the school community for organizing, delivering, managing, and evaluating the effectiveness of the school counseling program. The activities involved in system support demonstrate that the results of these efforts are making significant difference in the lives of students. This support consists of indirect services, i.e., not delivered directly to students. Participating on the school improvement team, coordinating student service volunteers, and facilitating the school peer mediation program are some examples of the positive ways in which system support connects school counseling to the mission of the school. This also provides school counselors with multiple opportunities to act as leaders and advocates and to facilitate discussions around school improvement, examining data that may be impacting success of some groups of students, and assisting with professional development and in-service activities for the faculty.

School counselors also need support from the system to grow professionally and to gather new materials for improving the district comprehensive counseling program. Informed and knowledgeable counselors are critical to the success of the program.

Counselors and school faculty involved in the comprehensive program can utilize the following professional development ideas to support and to strengthen the school counseling program:

Professional Organizations	To improve school counseling programs, counselors find state and national counseling associations an invaluable support for networking, sharing and exchanging practices and strategies, identifying resources, and accessing professional publications and research.
In-Service Training	School counselors can gain updates in the areas of curriculum development, technology, or data analysis to improve their programs during professional development. However, school counselors can also be leaders in professional development and provide instruction about comprehensive counseling programs to colleagues and the community.
Furthering School Counselors' Skills	School counselors are encouraged to attend the annual Rhode Island Summer Institute, the ongoing school counseling networks, and the Rhode Island School Counselor Association training programs, contribute to professional literature and research, and continue to enroll in graduate counseling courses. All of these efforts will result in stronger school counseling programs.



Belonging to the state-wide professional organization is helpful in developing a network of support for the comprehensive program. The Rhode Island School Counseling Association sponsors workshops, conferences and other opportunities to meet RI school counselors and learn from colleagues. A RISCA Membership Form is included in the appendix.

Professional school counselors also provide support to the school community and for the comprehensive developmental program through the creation of newsletters, web pages, offering guest speakers on parenting issues, and encouraging parents to become volunteers in the school counseling office.

Consultation	School counselors offer support for and insight in regard to students for school staff and parents or guardians.
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Community Outreach	School counselors connect with referral agencies to provide employment opportunities and assistance for students.
School District Committees	As members of curriculum committees, School Improvement Teams, and district advisory boards, school counselors can ensure that all district plans of the educational community include school counseling programs.

Transformed Skills in Practice

Section 3 introduced the skills and philosophies of the transformed school counselor. This section examines these critical components of an effective school counseling program in view of the **Delivery System**.

Counselor Philosophy and Skill	The Transformed Philosophy/Skill in Practice
Counseling	Traditionally much of school counselors' time has been spent on individual counseling and often in addressing crisis intervention, prevention, or responsive services. <i>Group counseling provides a comfortable atmosphere where students can share their feelings and concerns. Offering a group counseling session to improve students' study skills or to practice positive communication with peers is a good place to starting point.</i>
Consultation	As consultants, counselors help parents, teachers, and students work together effectively. <i>In-service days or faculty meetings are the perfect vehicles to introduce the comprehensive counseling program or to present information on preventing bullying or sexual harassment. After school or evening workshops for on the developmental stages of childhood or preparing students and families for life after high school are informative for parents. Coordinating these events demonstrates to members of the school community that the program provides the collaboration to ensure that all students can meet their potential.</i>

Counselor Philosophy and Skill	The Transformed Philosophy/Skill in Practice
Coordination of Services	Counselors coordinate resources and services. <i>Becoming familiar with resources in the school and with professionals in the community allows school counselors to manage and access resources for all students and families.</i>
Leadership	Leadership is a mindset and a way of work. School counselors acting in leadership roles are invested in making schools a welcoming learning community where all students can meet academic and personal/social success. <i>By promoting a welcoming school climate and working collaboratively, school counselors promote a learning environment that offers equity in educational opportunity.</i>
Advocacy	School counselors are the voice for those who have no voice. All students need advocates, especially those who do not have the skills to self-advocate and who are at risk for dropping out of school. <i>School counselors work collaboratively to change the system and practices that inhibit or stratify student opportunity.</i>
Teaming and Collaboration	In order to reach all students and implement change, counselors must use their collaboration and group process skills to work together with all school community members. However, counselors collaborate most closely with teachers to deliver the counseling curriculum to all students. <i>By collaborating with teachers, administrators, and parents, counselors can seek solutions to improve the educational experience for all students. Whether in the classroom or in the conference room, collaboration offers many opportunities to identify issues and team to find answers.</i>
Use of Data	Schools collect vast quantities of data; SALT data is available at the RIDE website, and other data is available through the district and individual school administrators. <i>School counselors can ask and answer questions such as: "What is one area that could use improvement?" Perhaps improved English/Language Arts grades? By presenting lessons on study skills and using a personal calendar to</i>

Counselor Philosophy and Skill	The Transformed Philosophy/Skill in Practice
<p>Use of Data (con't)</p>	<p><i>keep track of assignments, counselors can collaborate with classroom teachers to ensure this information is utilized by students. School counselors can collect data on the number of homework submissions as well as test scores. "Did English/Language Arts grades improve?" "Do more students move on to the next level of English?" "Have state assessment scores improved?" School counselor can have great impact because their leadership has shown students improved study skills and homework accountability.</i></p>
<p>Use of Technology</p>	<p>Transformed counselors must have technology skills to present professionally to colleagues, contact parents through e-mail, and research potential careers with students on-line or through purchased software. Counselors must also be able to collect and analyze data through technology.</p> <p><i>"In the inventory of technological skills, what still needs to be learned?" "How would students benefit from this knowledge?" There are many simple web page development software packages and many diverse sites to explore. Workshops on web page development or spending a professional development day on computer data collections software can support the development of the technological skills of school counselors. District technology coordinators can be very helpful resources.</i></p>

"RI school counselors collaborate with teachers, students and administrators to provide for all students an environment that promotes personal and educational development, resulting in a caring, well-informed community member."

Catherine Girard, School Counselor, Narragansett Pier Middle School, Narragansett



TOOL 5.1

School Counseling Curriculum Lesson Plan

Title of Lesson:

Grade: _____

Standard:

Competency:

School Improvement Goal:

Learning Objective(s):

Collaborators:

Materials:

Learning Activities:
(Time Available for Lesson: _____)

Introduction:

Activity:

Conclusion:

Measurable Outcome:

Follow-up

SECTION 6

Managing the School Counseling Program

For the counseling program to run smoothly, school counselors need organizational processes and tools to ensure that the program is organized, concrete, clearly delineated, and reflective of the school's needs. The “what” of the counseling program is in *The Model’s Foundation*, and the “how” is in the **Delivery** section. The key to an effective **Management System** is organizing the program to encompass:

- *Who* on staff will implement? (use of Action Plans)
- *When?* (Action Plans, Calendars, Annual Plans)
- *Why?* (the use of Data)
- *What authority?* (Advisory Council, Counselor-Principal Partnership Plan)

Program management organizes these critical components for effective restructuring of the school counseling program and alignment with the *Rhode Island Model* and the *ASCA National Model*. Sufficient time and adequate funding must be provided to implement positive change in each school district.

KEY COMPONENTS OF SECTION 6

Advisory Council	The Advisory Council consists of key stakeholders who volunteer to provide support for the development of the school counseling program.
Action Plans	Action plans organize the work of the school counseling program in managing and monitoring strategies, activities, and results. For every desired result, there should be a plan of how the result will be achieved and measured.
Making the Most of Counselor Time: Calendars, Time Allocation and Task Analysis	Annual departmental and district calendars help to monitor the delivery of the program components and how the results will be achieved. Time management is an important consideration of counselors as they proactively meet students’ needs.

<p>School Counseling Department – Principal Partnership Plan</p>	<p>The Partnership Plan between the principal and the school counseling department is designed to support the goals of school improvement as well as to meet the academic, career, and personal/social development needs of every student. The plan demonstrates the school counselors' commitment to sharing responsibility for student success, accountability, and contributions to systemic change.</p>
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Advisory Council

The school counseling program needs the involvement of all stakeholders in order to truly impact the entire school community successfully. This Advisory Council or Board, comprised of 8 to 20 people who have a sincere interest and enthusiasm in the school counseling program, helps to support and direct the goals of the program.

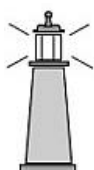
Some of the tasks of the Advisory Council might be to:

- Review and comment on the counseling program as well as provide feedback on the goals and results of the school counseling program;
- Provide a forum for open dialogue between schools and community;
- Assist in gathering information from faculty and students;
- Gather information for program development and improvement;
- Synthesize information on community and parental expectations for the counseling program;
- Act as a resource and support for the school counseling program;
- Meet at least once a quarter

(Adapted with permission from the Delaware Education Department, 2000)

School counselors, working with the Advisory Council should:

- Establish the goals for the advisory council prior to the selection of its members;
- Present yearly goals and objectives of the school counseling program to the Advisory Council
- Present yearly results and discuss plans for program improvement



The "Advisory Council Report Form" (TOOL 6.1) at the end of this section provides a method for keeping accurate records of the discussions and recommendations which evolve from these meetings.

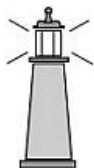
Action Plans

Action plans help to identify and organize what actually needs to be done. Action plans look at the big picture of a topic or issue (e.g., what activities or interventions can be used to help students better manage their time) and then identify the components and resources needed to implement and monitor these activities and services.

Action plans can contain:

- Ways to address standards and competencies
- Description of the activities
- Data driving the decision to address a particular goal, standard, or competency
- Timeline in which activities are to be completed
- Responsibilities for delivery of counseling activities
- Collaboration (family, teacher, Pupil Personnel Service members, outside resources)
- Means for evaluating student success
- Connections to school improvement
- Expected results for students

Action Plans are similar to classroom teachers' lesson plans since they delineate **what** needs to be done, **why** it's being done (what does the data say?), **who** is going to do this, and **how** it will be accomplished and evaluated. Like those of teachers, plans of counselors are tied to the standards, so the Action Plans need to identify the student competencies that the program has developed for each standard (see Section 4, *Foundation*).



TOOL 4.4 found at the end of Section 4 is a template for developing an Action Plan to plan for implementing change in a school counseling program.

"An annual calendar assists with establishing a concrete plan to maintain and build a proactive counseling program that links to specific goals and standards."

Sharon Schmid, School Counselor, Broad Rock Middle School, South Kingstown

Making the Most of Counselor Time

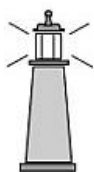
The keys to an effective management system are proper vision and clearly delineated time frames in which to deliver the school counseling program. Calendars (district, departmental, and individual) and time allocation need to be developed and reviewed periodically to sustain a comprehensive counseling program properly.

District Calendars

Annual district calendars should be coordinated in order to articulate and deliver the comprehensive school counseling program successfully. Allocating time for curriculum development, individual planning, responsive services and system support allows benchmarks to be developed. When a calendar is developed and published, teachers, administrators, and families also become aware of the scope and extensiveness of the activities of the school counseling program. Similarly, once a district calendar is in place, each school's counseling department then develops an annual calendar and individual counselors, in collaboration with their peers, develop individual planning calendars.

Department Annual Calendar

This calendar is set up by month and by grade levels for the entire year for each school. Counselors list activities or themes to be delivered and should be developed in collaboration with all district stakeholders. Yearly calendars also include quarterly grade reporting dates, state assessments, college entrance exams, orientation, graduation, as well as ongoing activities such as respect days, wellness days, career fairs, college expos, and other special events for students and their families.

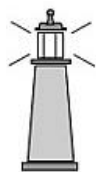


TOOL 6.2, "Sample Elementary Calendar", at the end of this section, demonstrates what an annual calendar for an elementary school might look like.

The "Sample High School Monthly Calendar" (TOOL 6.3) will help to plan a department calendar for a single month.

Individual Planning Calendar

This calendar is adapted from the department and district calendars by each school counselor. By establishing personal time frames and delivering the identified themes and activities, individual planning calendars become tools for planning curriculum lessons, individual counseling, responsive services, and system support participation.



A “*Weekly Planning Calendar for Counselors*” template (TOOL 6.4) is provided at the end of this section.

Time Allocation

In order to implement an effective comprehensive school counseling program to meet the needs of every student, counselors need to spend the majority of their time in direct service to students, staff, and families. The *ASCA National Model* (2003) recommends that about 80% of counseling time be spent on delivering guidance curriculum and working directly with students. Non-counseling activities (duty periods, test proctoring, etc.) need to be reassigned whenever possible.

ASCA’s Recommended Distribution of Total School Counselor Time

<i>Delivery System Component*</i>	<i>Elementary School % of Time</i>	<i>Middle School % of Time</i>	<i>High School % of Time</i>
Guidance Curriculum	35%—45%	25%—35%	15%—25%
Individual Student Planning	5%—10%	15%—25%	25%—35%
Prevention, Intervention and Responsive Services	30%—40%	30%—40%	25%—35%
System Support	10%—15%	10%—15%	15%—20%

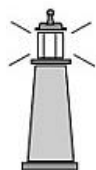
**A complete description of these delivery system components can be found in Section 5 (“Delivering the School Counseling Program”).*

The *ASCA National Model* and *The RI Model* are based on an integration of Dr. Norman Gysbers and curly Johnson's delivery and management systems. Rhode Island school counselors have several options when implementing the school counseling program. Gysbers directed the work of counselors away from non-counseling activities by delineating percentage of time in certain areas (see the chart above). This re-distributes counselor efforts in certain areas, will document time on task and assist in accountability measures, and can help eliminate or minimize non-counseling activities.

However, when counselors implement a results-based program, the percentage of time on task is less important than the results, or outcomes, we expect from students. In a results-based model, the counseling department may reorganize their responsibilities so that each counselor is responsible for a particular task or tasks. The measurement of their – and the counseling program's – success will be the data that shows that students were impacted by the particular activity.

Time and Task Analysis

Prior to implementing a comprehensive counseling program, it may be beneficial for some counseling departments to consider how counselor time is currently being utilized. Traditionally, time and task analysis has been used to collect information regarding time allocation of school counselors for both school counseling and non-counseling activities. The data gathered provides a vehicle to collect, address, and delineate priorities and tasks.



A sample form at the end of this section (TOOL 6.5) can be used as a tool for analyzing counselor activities. This analysis can be conducted periodically over a school year, either throughout the district or in individual schools.

After the time and task analysis is compiled, counselors can determine the total percentage of time currently spent in each of the delivery system components and then complete an Action Plan on how to improve the delivery of the comprehensive school counseling program.

School Counseling Department – Principal Partnership Plan

As has been evidenced throughout, planning by school counselors is critical as it not only identifies how best to support student achievement, but assists in developing and strengthening the counseling department and the counseling program. A plan developed by the counselors with input from the principal or another administrator shows a concerted effort to align the school counseling program with the school improvement goals. It is a public statement to all stakeholders and serves to demonstrate the school counselors' commitment to sharing accountability for student success and contributing to systemic change. This annual statement of what the counselors hope to accomplish in the coming year should include counselor responsibilities, action plans (implementation methods and evaluation), as well as a calendar of when these activities will occur.

Each school counseling department should set goals that are aligned with the school improvement plan in collaboration with the department chairs and principals. Just as school administrators analyze their site data, develop plans of action to meet objectives, and abide by a master calendar, so too should school counselors plan their

work. The priority plan is an agreement between and among individual counselors, the department, the counseling supervisor, and the principal or administrator. This results in clear expectations and purposeful interaction with administration, teachers, staff, parents, and students that result in student growth, systemic change, and a school counseling program integrated into the total educational program. The collaboration between school counselors and administration ultimately is a win-win situation.



A sample template of a School Counseling Department-Principal Partnership Plan (TOOL 6.6) at the end of this section will assist school counselors in developing a Plan to set the goals and objectives for the school year. TOOL 6.7 is a sample of counselors' responsibilities, a critical component when designing an annual plan.

"The Advisory Board provides oversight and guidance to ensure the program remains focused on results and serves the needs of all students."

Patricia Dorchies, School Counselor, Flat River Middle School, Coventry



TOOL 6.1

Template: Advisory Council Report

School: _____ Meeting Date: _____

Person reporting: _____ Title _____

Members present:

Topics Discussed:

Topic	Action Items/Decisions
1.	
2.	
3.	
4.	
5.	

Future Agenda Items

Other Issues/Concerns

Date of next meeting: _____

(Adapted from the *Arizona Comprehensive Competency Based Guidance Program*)



TOOL 6.2

Sample: Elementary Annual Calendar

September Positive behavioral Supports School-wide expectations K-5 School pledge lessons Respectful, responsible, ready to learn	February Bully-proofing your school K-5
October Begin prevention curriculum: DARE Get Real About Tobacco 4-5 Red Ribbon Lessons K-5 School-wide Red Ribbon Celebration	March Career awareness K-5 State university drawing and essay contest K-5 Community college Grade 5 trip Career Fair K-5
November Continue DARE and Get Real School-wide holiday food basket collection	April Complete Career awareness K-5 Grade 5 transition activities to middle school
December Continue DARE and Get Real School-wide holiday food basket collection	May Complete transition activities for Grade 5 Visit to middle school
January Bully-proofing your school K-5	June Recommendations for summer school enrichment Reflection and goal setting for next year

(Adapted from *The ASCA National Model Workbook* (ASCA, 2004))



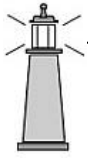
TOOL 6.3

Sample: High School Monthly Calendar**September**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Labor Day	2 1 st day of school Gather materials for 9th grade curriculum	3 Educational Team Meeting - AM	4 Review newsletter to be distributed in September	5 Deliver 9 th grade curriculum per. A, B, C in study hall	6
7	8 Deliver 9 th grade curriculum per. F and G in study hall	8 Deliver 9 th grade curriculum per. D and E in study hall	10 Educational Team Meeting - AM Disseminate PSAT information	11 Collect materials for senior meeting	12 Last day for schedule changes Distribute newsletters in homeroom	13
14	15 Senior Meeting 9:00 AM	16 9 th grade students and parent meeting 7:00 PM	17 Educational Team Meeting - AM	18 Advisory Board Meeting 7:30 AM	19 Senior appointments Review PowerPoint for Open House	20
21	22 Senior appointments	23 Department Meeting 9:00AM Senior appointments	24 Educational Team Meeting - AM	25 Senior appointments Open House 6:30 PM	26 Deliver 9 th grade curriculum per. A, B, C in study hall	27
28	29 Deliver 9 th grade curriculum per. F and G in study hall	30 Deliver 9 th grade curriculum per. D and E in study hall				


TOOL 6.4
Template: Weekly Planning Calendar for Counselor

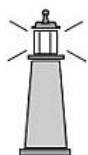
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKEND
Morning						
Midday						
After-noon						
Evening						



TOOL 6.5

Template: Analyzing Counselor Time

TIME LOG	CURRICULUM Classroom activities, interdisciplinary curriculum development, group activities, parent workshops, etc.	INDIVIDUAL STUDENT PLANNING Appraisal, advisement, intentional guidance, placement, learning plans	INTERVENTION/ PREVENTION/ RESPONSIVE SERVICES Consultation, personal counseling, group counseling, crisis counseling, referrals, peer mediation/conflict resolution	SYSTEM SUPPORT Professional development, staff & community relations, consultation, advisory council, committees, SIT, program management, research & development	NON-COUNSELING ACTIVITIES
7:30 am					
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00 pm					
12:30					
1:00					
1:30					
2:00					
2:30					
3:00					
3:30					
Evening					
Total Time					
% of Time					



TOOL 6.6

Template: School Counseling Department - Principal Partnership Plan

School _____ Principal/Administrator _____

Counseling Department Supervisor _____ Date _____

Student Access

List school counselors and the method students will access the counselor (by grade level, by alpha listing, by domain, etc.)

<u>Counselor</u>	<u>Method of Student Access</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Goals and Priorities

In order to achieve the results planned, the counseling team has identified the following priorities for the year. These goals are aligned with the counseling standards and are designed to be delivered to all members of the school community. Action Plans will delineate further the particular program and expected results. *[Note: counselors are also encouraged to complete a "Counseling Responsibilities" sheet which identifies delivery activities by counselor. See TOOL 6.7]*

Domain	List the Goals for the Year for Each Group			
	Students	Staff	Parents	Community
ACADEMIC				

(Con't)

	Goals and Priorities for the Year for Each Group			
	Students	Staff	Parents	Community
CAREER				
PERSONAL/ SOCIAL				

Professional Development for School Counseling Staff

List specific activities for each counselor, or workshops/conferences for the department.

Budget Materials and Supplies

List needed materials, supplies and expenses.

Office Organization

Responsibilities for the support services provided the counseling team will be divided among the support services staff.

The school counseling secretary will _____

The clerk/receptionist will _____

The registrar will _____

Volunteers will _____

(Portions adapted from the ASCA National Model Workbook, 2004)



TOOL 6.7

Sample: High School Counselor Responsibilities

The following is a sample of the delegated responsibilities assigned to counselors. While a counselor may have the lead responsibility for an activity or event, it is the counseling team *in collaboration with others* in the school community that insures a successful program. Working together is key in supporting student success.

Ms. Gentile	Mr. Luciano	Mr. Morales	Ms. McGrath	Ms. Riemer	Mr. Bishop
A – En	Freshman	Le - Re	Rh – Z	Eo – La	College/Career
School counseling plan review	Step-Up program	Special education liaison	Tutoring – peer and teacher	Scholarships	Adult education
Chair dept. Meetings	9 th grade parent night	Parent/ community outreach	Counseling handbook	Senior awards night	GED classes
Info for PTSA newsletter	Middle school liaison	Community service coordinator	Financial Aid workshop	NHS committee	Career center operations
Counseling department Web page	8 th grade registration	Child Study coordinator	College night	Counseling handbook	ASVAB testing
Department evaluations	High school focus curriculum	Study skills/ time management	College tours	College tours	Armed services liaison
SAT prep program	PSAT test supervisor		College application workshops	Student Handbook	Career shadowing
Review/update course registration book	9 th grade testing		Admissions counselor liaison	Peer mediation coordinator	Work permits
Review summer mailings					Work-study program
Parent Workshops					Tech Center Liaison
Budget					

(Adapted from the ASCA National Model Workbook, 2004)

SECTION 7

Measuring Student Success and School Counselor Accountability

Increasingly school counselors and administrators are challenged to demonstrate the effectiveness of the school counseling program in measurable terms. *No Child Left Behind* (2001) has raised the bar on accountability for everyone, including school counselors. In RIDE's Guidance to the Regulations of the Board of Regent's High School Reform (Section 6) (RIDE, 2004), *action step 6 for Creating Personalized Learning Environments* requires school counselors to "gather evidence of progress toward results and report on progress on an established timetable" (p. 29). School-improvement plans include those elements that correlate with the key indicators for successful personalized learning environments. Annually assessed, the results demonstrate the strengths and limitations of the personalization strategies and provide direction for improvement.

To evaluate the program and hold it accountable, school counselors must collect and use data that link the program to both student achievement and school improvement. School counselor accountability includes measurement, data collection, decision making, and evaluation focusing on student achievement and contributing to the school and system improvement goals. The **Accountability System** co-ordinates these activities. By using their unique reflective skills, use data and become skilled action researchers, school counselors can play a significant role in school reform and improvement.

KEY COMPONENTS OF SECTION 7

Using Data	Data informs and challenges school counselors to determine the need for systemic change and confirms the progression of meeting the goals of the annual plan.
School Counseling Program Accountability Through MEASURE	MEASURE, a six-step process, demonstrates school counselor accountability.
School Counseling Program Report Card: SPARC	A SPARC is an accountability report card informing the educational community of the results of school counseling programs.

<p>Mapping the Comprehensive K-12 School Counseling Program</p>	<p>Once the individual components of a district program are designed, school counselors map and align the program with the National Standards, student competencies, and the four quadrants of <i>The RI Model</i> to insure that the academic, career, and personal/social developmental needs of students are being met.</p>
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Using Data

Data informs, confirms progress, and reveals shortcomings in student performance. By using data, school counselors present a picture of the current status of student needs and issues and then examine the practices that can lead to higher levels of success. For example, for a school counselor to investigate whether or not equitable access to academically advanced course-work (AP) was available to all students, data analyses would provide factual information. A school counselor, familiar with using data to effect systemic change, could make a strong case for adding new courses or looking at the equity issues in placement practices.

This use of demographic and performance data makes it possible for counselors to determine how policies and practices are impacting issues of equity. Statewide annual school report cards publicize data elements such as attendance, demographics, graduation and postsecondary planning rates, and standardized testing results. When data is disaggregated into categories such as ethnicity, gender, socio-economic status, or teacher assignment it provides information for the analysis of student performance. It is then possible to more closely examine which groups of students are successful and which are failing. Using data enables school counselors to work in tandem with building administrators and faculty to close the achievement gap. In addition, school counselors can monitor student attendance and class performance and then devise strategies that will enable more students to move successfully from grade level to grade level. When school counselors work with the same school-based data as their colleagues, they demonstrate a strong commitment to sharing the responsibility and accountability for student outcomes and contribute to moving critical data elements in a positive direction.

Closing the gap in student performance is at the heart of impacting systemic change. However, school counselors traditionally have offered time-on-task data (Gysbers & Henderson, 2000) or numerical summaries of different types of activities delivered as a means of assessing and evaluating the impact of a school counseling program. It may be important to identify 3 types of data:

- **Process data** offers evidence only that an event or activity occurred and does not provide additional insight. Merely presenting the numbers of students seen individually, in groups, or in classrooms is no longer enough.

- **Perception data** gathered from needs assessments or surveys can only report opinions at that time.
- **Results data** answers the question "so what?" since it is proof that student competency is not just mastered but has affected course-taking patterns, graduation rates, knowledge attainment, attendance, behavior, and/or academic achievement (ASCA, 2003).

A closely examination of critical data elements in areas such as attendance, socio-economic impact on class enrollment, graduation and post-secondary planning rates, and standardized testing results identifies issues related to students and addresses the school/system wide issues that impact every school's success.

School Counseling Program Accountability

(Adapted with permission for *The Rhode Island Model* from Stone, C. & Dahir, C. (2004). *School Counselor Accountability: A Measure of Student Success*. Upper Saddle River, NJ: Merrill Prentice-Hall.)

School improvement in Rhode Island is predicated on closing the achievement gap. Every administrator, teacher, and member of the school staff is expected to contribute to the comprehensive structure of the school (i.e. curriculum, teaching, student outcomes, and climate). Every student in Rhode Island is expected to acquire knowledge and skills in the academic standards and demonstrate this accomplishment through a series of assessments and examinations.

Accountability governs Rhode Island school systems, and principals and teachers work in an accountability-driven environment (*Regulations of the Board of Regents for Elementary and Secondary Education Regarding Public High Schools and Ensuring Literacy for All Students Entering High School*, 2003). School counselors, too, must share accountability for student achievement. Since accountability requires all educators to systematically collect, analyze, and use critical data elements to understand the current achievement story for students, then school counselors must use this information to strategize and document how the school counseling program contributes toward supporting student success. School counselors can articulate and then communicate how their contributions positively impact student achievement, and, by so doing, share accountability for school improvement with other members of the faculty.

"Accountability is important to a comprehensive school program because we need to take responsibility for what we do and how we make a difference."

April Gentes-Robert, School Counselor, Chariho Middle-Senior High School, Chariho

MEASURE- ing Success

MEASURE, a six-step accountability process, demonstrates the impact of the school counseling program on critical data, those components of the school report card that are the backbone of the accountability movement. MEASURE supports the accountability component of the ASCA *National Model* (2003) and moves school counselors from a “counting tasks” system to aligning the school counseling program with standards-based reform. MEASURE is a way of using information such as retention rates, test scores, and post-secondary going-rates to develop specific strategies for connecting school counseling to the accountability agenda of today’s schools.

MEASURE is an acronym for:

Mission: connect the comprehensive K-12 school-counseling program to the mission of the school and to the goals of the annual school improvement plan

Elements: identify the critical data elements that are important to the internal and external stakeholders

Analyze: discuss carefully which elements need to be aggregated or disaggregated and why

Stakeholders - **U**nite: determine which stakeholders need to be involved in addressing these school-improvement issues and unite to develop strategies

Reanalyze: rethink and refine the strategies, refocus efforts as needed, and reflect on success

Educate: show the positive impact the school-counseling program has had on student achievement and on the goals of the school improvement plan

Each section of MEASURE is fully aligned with *The Rhode Island Model*:

- **Mission:** *Foundation*
- **Elements (Critical Data):** *Accountability*
- **Analyze:** *Accountability*
- **Stakeholders Unite:** *Delivery & Management*
 - Activities - *Delivery*
 - Curriculum based on National Standards - *Delivery & Foundation*
 - Timeline - *Management*
 - Scope and Sequence - *Management*
- **Reanalyze, Reflect and Revise:** *Accountability & Delivery*
- **Educate:** *System Support with SPARC*

The following is a more detailed summary of the MEASURE process:

MISSION

Student achievement and success in rigorous academics is at the heart of every school's mission statement. School counselors need to ask how every aspect of their program supports the mission of the school and contributes to student achievement. Preparing students to choose from a wide array of options after high school is part of every school district's mission for every student's academic success for every student and is congruent with the goals of the school board.

ELEMENTS

Critical data elements can usually be found on the school's district or building report card. School systems routinely collect and store both academic and demographic data in a retrievable form and school counselors have ready access to data in areas such as course enrollment patterns and attendance that contribute to achievement. Disaggregating data into separate elements in a variety of ways ensures that the system addresses access and equity issues. This approach to looking at data guarantees that no group of students is ignored.

ANALYZE

Analysis will determine the institutional or environmental barriers that may be impeding student achievement and adversely influencing the data elements. School counselors can initially determine which elements to address first as well as which elements the school counseling program can move to specific targets in a positive direction. Because data alone does not tell the whole story, it is important to disaggregate the critical data elements on which to focus and to look at them in terms of gender, race/ethnicity, socio-economic status, and perhaps by teacher to shed light on areas of success or areas in need. The data elements that impact the school improvement plan then become more apparent.

STAKEHOLDERS-UNITE

These individuals will become part of a team to create an Action Plan of the critical data elements and all concerned members of the internal and external school community should be included. How to secure their commitment and who will bring them together are key elements and an existing school action committee, or Advisory Board is a good starting point. By collaborating with other stakeholders, school counselors avoid tackling issues in isolation. Creating and implementing an action plan that contains strategies, a timeline, and responsibilities will begin to move the data in a positive direction.

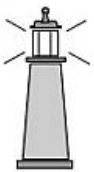
REANALYZE, REFLECT, AND REVISE

When the targeted results are met, there is still reflection and refining to do. Did the results of everyone's efforts show that the interventions and strategies successfully moved the critical data elements in a positive direction? If so, the next steps towards continuous school improvement may also include changes in the school counseling program.

If the targeted results were not met, then reanalyzing and refocusing to determine why the interventions were unsuccessful in moving the data in a positive manner is necessary. Replicating what is working and then developing new or different strategies for what did not work is essential. Based on the analysis, the question, "What changes need to be made to the school counseling program to keep the focus on student needs?" must be answered. By examining what worked well, and what strategies need to be modified, adjusted, or perhaps changed altogether, the action plan can be revised for the following year in order to continue to move the critical data elements in a positive direction.

EDUCATE

Publicizing the results of an effective school counseling program is a vital step in the accountability process, and as a result, both internal and external stakeholders will have a deeper understanding about the contributions of the program that focus on student achievement. As partners in school improvement, school counselors have demonstrated a willingness to be accountable for changing critical data elements and are thereby viewed as essential to the school's mission.



A "MEASURE" template (TOOL 7.1) can be found at the end of this section that can be utilized to complete a district or school MEASURE.

On the next page is a sample of a MEASURE demonstrating how the various elements of a school counseling program, from its mission to the collection of data, are involved in assessing the results of the program.

Sample MEASURE

Mission, Elements, Analyze, Stakeholders-Unite, Reanalyze, Educate,
A Six-step Accountability Process for School Counselors

Name and Address of School: New Visions High School

Name of Counselor Leading the Initiative: Mr. James

Principal: Ms. Bryant

Enrollment and Setting (urban, suburban, rural): 950 students – urban setting

School Demographics 2004 - 2005:

Caucasian/Non-Hispanic: 27.3% Hispanic: 31.2% African American: 38.5% Other: 3%

English Language Learners (ELL): 12%

Free/Reduced Lunch: 18%

STEP ONE: MISSION

Connect your work to your school's mission statement.

The mission of New Visions High School is to provide an environment that nurtures and values each individual, and that also expands the intellectual, social, and physical capabilities of all students.

STEP TWO: ELEMENTS

Identify the critical data elements such as grades, test scores, attendance, promotion rates, postsecondary-going rate.

New Vision school counselors as part of the leadership team identified these critical data elements to attempt to impact:

1. improve the 9th grade promotion rate
2. reduce the number of 9th grade suspensions

STEP THREE: ANALYZE

Determine which elements need to be desegregated such as race, ethnicity, gender, SES, teacher assignment.	
Baseline: Where is this data element currently? Fall = 33 suspensions Spring = 71% promotion rate	Goal: Where should the data element be in a year? Decrease suspensions for ninth graders by 5% Increase promotion rates for ninth graders by 5%

STEP FOUR: STAKEHOLDERS - UNITE

Determine which stakeholders need to be involved and unite to develop strategies to change systems as well as impact individual students and targeted groups of students.	
<p>Impacting systems means 1) replicating successful programs and interventions, 2) identifying barriers that adversely stratify students' opportunities to be successful learners, 3) and developing strategies to:</p> <ul style="list-style-type: none"> ▪ change policies, practices, and procedures ▪ strengthen curriculum offerings ▪ maximize the instructional program ▪ enhance the school/classroom culture and climate ▪ provide student academic support systems (safety nets) ▪ influence course enrollment patterns to widen access to rigorous academics ▪ involve parents and other critical stakeholders (internal and external to the school) ▪ raise aspirations in students, parents, teachers, and the community ▪ change attitudes and beliefs about students and their abilities to learn 	
	Strategies Connect the strategies to the National Standards and <i>The RI Model</i> .
Stakeholders	Beginning date: September 2004 Ending date: June 2005
School Counselors	<ul style="list-style-type: none"> ▪ Mentored students in an after school program ▪ Worked individually with students who were in conflict during the school day ▪ Delivered career and academic classroom information sessions about the interrelatedness between academic performance and future economic opportunities, financial aid, and other critical, timely information ▪ Implemented a rewards ceremony earned and distributed certificates to students based on grades and courses passed ▪ Developed a program where honor roll students mentored at-risk students ▪ Advocated for a change in policy to give students in conflict a "time-out" or "cooling off" period instead of suspension
Administrators	<ul style="list-style-type: none"> ▪ Continued to deliver strategies already implemented such as the fall ninth grade information sessions ▪ Continued to support the counselors (they expressed appreciation for the

	<ul style="list-style-type: none"> collaboration from the administration) Began the planning process for after-school discussion groups for at-risk students
Social Worker	<ul style="list-style-type: none"> Held 9th grade discussion groups (rap sessions) for students who were in danger of dropping out
Student Support Personnel	<ul style="list-style-type: none"> Established a Freshman Parent Night with enhanced strategies to bring in more parents Established a group for students who have been suspended for fighting
Central Office Staff	<ul style="list-style-type: none"> Provided periodic meeting for the faculty and staff to come together and exchange ideas with counselors from other high schools on how to increase retention and promotion rates Provided technical support in gathering data and reporting successes to district administrators Provided a celebration of successes
Teachers	<ul style="list-style-type: none"> Widened the reach of support to students by developing more peer helper programs, including peer tutoring and peer mediation
Students	<ul style="list-style-type: none"> Served as mentors to freshman (honor roll students) Gave testimonials to students who were struggling (former at-risk students)
Technology	<ul style="list-style-type: none"> Generated automated attendance and cut reports
Attendance Officer	<ul style="list-style-type: none"> Monitored attendance of targeted students and reported to counselors and administration
School Clubs	<ul style="list-style-type: none"> Expanded clubs to reach out to students not yet connected to the school, e.g., book club, video club
Alumni	<ul style="list-style-type: none"> Gave testimonials to inspire students
Business Partners	<ul style="list-style-type: none"> Supported the Freshman Parent Night Dinner

STEP FIVE: REANALYZE, REFLECT, AND REVISE

Reanalyze: Restate the baseline data.	Reflect and Revise: Reflect on why the stakeholders were successful or unsuccessful.
<p>Where is the data now? Did the strategies have a positive impact on the data?</p> <p><i>Baseline data:</i> Fall = 33 suspensions</p> <p>Spring 3rd Marking Period = 71% promotion rate</p> <p><i>Data after action plan:</i></p>	<p>Revise the Action Plan so that progress can be made and will get better.</p> <p><i>Which of the strategies worked?</i></p> <p>The rewards ceremony and certificates based on grades and courses passed were effective.</p>

<p>Spring = 14 Suspensions</p> <p>Spring = 78% promotion rate</p> <p>The strategies moved the data in a positive direction.</p>	<p><i>Which strategies should be replaced? Added?</i> None noted at this time.</p> <p><i>Based on what you have learned, how will you rewrite the action plan?</i> Continue to work with the 10th graders and add the incoming 9th graders to the plan.</p>
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STEP SIX: EDUCATE

Promote and publicize the results.

- Results positively impacted school climate by moving to a reward system for courses passed.
- Analysis of results resulted in implementation of data driven decision-making across the ninth grade staff.

S.P.A.R.C. - A School Counseling Program Report Card

Another way counselors can highlight their work of supporting student achievement is to publish a report of the results the counseling department helped the school to achieve over the year. One type of report receiving national attention is the *Support Personnel Accountability Report Card*, or *SPARC*. It was developed by the Los Angeles County Office of Education and the California Department of Education as a “continuous improvement tool that gives a school an opportunity to demonstrate effective communication and a commitment to getting results”. Modeled after the School Accountability Report Card, the SPARC helps schools promote their counseling and student support program, improve their program's accountability, and implement the *National Model for School Counseling Programs*” (California Dept. of Education, 2004).

A SPARC contains several elements that support good counseling practice. The principal's message affirms that the administration and faculty are aware of the counseling program's mission and work and are supportive of its efforts. Data is crucial in not only ascertaining the current school situation, but also in determining how successful interventions, counseling classes and other delivery mechanisms were in achieving student results. Collaboration and working with all stakeholders, including faculty, parents and the community, is also key component of a SPARC. In essence, a SPARC lays out the necessary and essential elements of a comprehensive school counseling program as outlined in both the ASCA and Rhode Island models. By completing a report such as a SPARC, the counseling program as well as the school and the community are able to gauge how students are different because of the work and priorities of the school counseling program.

A sample SPARC displaying the key elements of the report card follows.

Sample: SPARC

SPARC: RI School Counseling Programs Accountability Report Card

School: *New Visions High School*

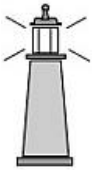
Enrollment: *950 students - urban*

Principal: *Ms. Bryant*

Counseling Department Member(s): *Mr. James, Ms. Charles*

<p>Principal's Comments</p> <p>"Our counselors worked very hard this year to impact and decrease 9th grade retention rates – over 78% of our freshman were promote to 10th grade and only 14 were suspended in the spring semester!</p>	<p>Results</p> <p><i>Baseline Data:</i> <i>Fall Semester: 33 suspensions; 71% promotion rate</i></p> <p><i>Spring Semester: 14 suspensions; 78% promotion rate</i></p>
<p>School Improvement Issues</p> <p><i>Improve graduation rate</i></p> <p>Critical Data Element(s): <i>Improve the 9th grade promotion rate</i> <i>Reduce the number of 9th grade suspensions</i></p>	<p>Systemic Changes</p> <p><i>1. Collaboration efforts with administrators, teachers and parents changed school climate by moving to a rewards system for courses passed.</i></p> <p><i>2. The counselors initiated data-driven decision making.</i></p>
<p>Partnerships</p> <p>Stakeholder Involvement</p> <p>Administrator: <i>Support school counseling program initiatives</i></p> <p>Teachers: <i>Developed peer tutoring & mediation programs</i></p> <p>Parents: <i>Supported students with homework checks, attended parent/counselor/teacher meetings</i></p> <p>Students: <i>Served as mentors to 9th graders; gave testimonials to struggling students.</i></p> <p>Business Partners: <i>Supported Freshman Awards Ceremony</i></p>	<p>Faces Behind the Data</p> <p><i>All ninth grade students were honored at an Awards Ceremony and received certificates based on grades and courses passed for promotion. Parents were invited to the Ceremony and Business Partners supplied refreshments.</i></p>

(RI SPARC has been adapted with permission from the SPARC, Student Personnel Accountability Report Card, a continuous improvement document sponsored by the California Department of Education and Los Angeles County Office of Education.)



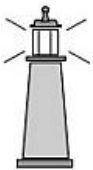
TOOL 7.2 is a SPARC template which can be copied and then completed to share with the school community the progress and outcomes of the school counseling program.

Mapping the Comprehensive K-12 School Counseling Program

School counselors connect all of the efforts to complete a comprehensive school counseling program and finish an annual review when they *map* the program. Mapping occurs when counselors in a district examine their current practice and then augment that with the activities and strategies to align the program with *The Rhode Island Model* and the school improvement goals.

Mapping identifies how the National Standards, student competencies, and school counseling program activities, strategies, and services are delivered through: Individual Student Planning, Preventative, Intervention and Responsive Services, School Counseling Curriculum, and/or System Support. District school counseling activities may fall under more than one category, but the key is collaboration among all the counselors to identify the program goals, link them back to the Standards, determine how the standard will be met, when will it occur, who are the people involved, and how will it be measured.

The example of a mapping on the next page is a small sample of a district's overall mapping plan. Starting with Academic Standard A, this example shows several activities/programs that fall under this standard and the grade levels where the competencies are expected to be learned. A full district plan would cover all grades and all nine standards.



The Mapping Template (TOOL 7.3) at the end of this section is slightly different than the District Mapping Plan discussed above. Here, counselors in a particular school or grade level can be determined – by standard and competency—what activity, program, etc. will be designed to help students meet that standard.

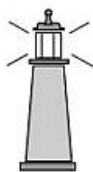
By using a map such as this, school counselors can demonstrate to the school community that ALL students will achieve standards and competencies by graduation.

EXAMPLE: MAPPING
National Standards/RI Comprehensive Model

Counselor _____ Building _____ Grade Level(s) _____

ASCA Standard Academic A Life long and effective learners) Student Competency: Students will become more responsible for their academic success. Service/Activity	Grade level/ students involved (delivery; management)	Timeline (management)	Who's Involved (collaboration & teaming; management)	School Improvement Data/Goals (accountability)	Measurable Outcomes (accountability)	Delivery Process* I C R S
Evening orientation for parents; introduce the "planner"	8	September	Counselors, lead teachers, department coordinators, parents	1 st quarter failure	More students passing all courses	System Support
Student orientation done by peer leaders in classrooms. Sign up for at least 1 activity; attend for the 1 st quarter; receive "service credit".	8	September - November	Student leaders, students, teachers, counselors; parents	Engage students in school activities and improve attendance.	Increase student involvement in I clubs/activities from 2003-04; Compare the involvement from 7 th to 8 th grade.	Curriculum; Individual student planning
Course selection program in class room; Small group/individual meeting(s) with counselor to develop a plan for 9 th grade success	9	September - June	students, teachers, counselors, parents	Reduce number of students failing 9 th grade	Improve 9 th grade promotion; Increase the graduation rate	Curriculum Individual Student Planning
Lunch time Homework Help Club	3	September - June	3 rd grade students, teachers, counselors, parents, 5 th grade students	Reduce number of students not turning in homework;	Improve 3 rd grade test scores.	Curriculum Individual Student Planning

* Delivery process includes: I = Individual planning R = Responsive Services C= Curriculum S= System Support



The Scope and Sequence Templates (TOOL 7.4 and 7.5) help school counselors identify the K-12 continuum of developmental priorities and articulation from grade level to grade level and from building to building.

The comprehensive school counseling program should be in a constant state of growth and change so that it will continue to address the specific needs of all students each year. Although every counselor in Rhode Island will be working with a different population of students, there are some essential activities that all counselors should use with their students. Individual counseling will always be an important component of the program; however, as counselors move towards a comprehensive program, they need to make a tremendous effort to meet students in small and large groups. School counselors will now be more visible to a greater number of students and faculty and viewed as leaders, advocates and team players working towards school improvement and systemic change. Collaborating and teaming will also help students and colleagues understand that the school counseling goals complement all curriculum areas.

The Rhode Island Model supports the school's academic mission by promoting and enhancing the learning process for all students through an integration of academic, career, and personal/social development. As specialists in child and adolescent development, school counselors coordinate the objectives, strategies and activities of a developmental school counseling program. Advocates for students striving to meet both the challenges and demands of the school system and prepare for transition from high school, school counselors are specially trained educators in a position to call attention to situations within the schools that hinder, frustrate, or defeat students' academic success. Counselors are aware of the data that identify patterns of achievement and behaviors that affect student success. They provide the leadership to assess school needs, identify issues, and collaborate with others to develop solutions.

"RI school counselors collect data to better know the needs of their students and the areas to be addressed for the purposes of improving the school."

Gail Carbone, School Counselor, Cranston East High School, Cranston



TOOL 7.1

MEASURE

Mission, Elements, Analyze, Stakeholders-Unite, Reanalyze, Educate,
A Six-step Accountability Process for School Counselors

Name and Address of School: _____

Name of Counselor Leading the Initiative: _____

Principal: _____

Enrollment and Setting (urban, suburban, or rural): _____

School Demographics 2004 - 2005:

Caucasian/Non-Hispanic: _____ %

African American: _____ %

Hispanic: _____ %

Other: _____ %

English Language Learners (ELL): _____ %

Free/Reduced Lunch _____ %

STEP ONE: MISSION

Connect your work to your school's mission statement.

STEP TWO: ELEMENTS

Identify the critical data elements such as grades, test scores, attendance, promotion rates, post-secondary-going rate.

STEP THREE: ANALYZE

Determine which elements need to be desegregated such as race, ethnicity, gender, SES, teacher assignment.	
Baseline: Where is this data element currently?	Goal: Where should the data element be in a year?

STEP FOUR: STAKEHOLDERS - UNITE

Determine which stakeholders need to be involved and unite to develop strategies to change systems as well as impact individual students and targeted groups of students.	
	Strategies Connect the strategies to the National Standards and <i>The RI Model</i> .
Stakeholders	Beginning date: _____ Ending date: _____
School Counselors	
Administrators	
Social Worker	

Student Support Personnel	
Central Office Staff	
Teachers	
Students	
Technology	
Attendance Officer	
School Clubs	
Alumni	
Business Partners	

STEP FIVE: REANALYZE, REFLECT, AND REVISE

<p>Reanalyze: Restate the baseline data.</p> <p>Where is the data now? Did the strategies have a positive impact on the data?</p> <p><i>Baseline data:</i></p> <p><i>Data after action plan:</i></p>	<p>Reflect and Revise: Reflect on why the stakeholders were successful or unsuccessful.</p> <p>Revise the Action Plan so that progress can be made and will get better.</p> <p><i>Which of the strategies worked?</i></p> <p><i>Which strategies should be replaced? Added?</i></p> <p><i>Based on what you have learned, how will you rewrite the action plan?</i></p>
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STEP SIX: EDUCATE

Promote and publicize the results.



TOOL 7.2

SPARC: RI School Counseling Programs Accountability Report Card

School: _____ Enrollment: _____

Principal: _____

Counseling Department Member(s): _____

Principal's Comments	Results
School Improvement Issues	Systemic Changes
Critical Data Element(s):	
Partnerships Stakeholder Involvement	Faces Behind the Data
Administrator:	
Teachers:	
Parents:	
Students:	
Higher Education:	
Business Partners:	

(RI SPARC has been adapted with permission from the SPARC, Student Personnel Accountability Report Card, a continuous improvement document sponsored by the California Department of Education and Los Angeles County Office of Education.)



TOOL 7.3

MAPPING

National Standards/RI Comprehensive Model

Counselor_____ Building_____ Grade Level(s)_____

ASCA Standard Academic___ Career___ Personal-Social___ Student Competency_____

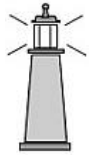
Service/Activity	Grade level/ students involved (delivery; management)	Timeline (management)	Who's Involved (collaboration & teaming; management)	School Improvement Data (accountability)	Measurable Outcomes (accountability)	Delivery Process I C R S

I = Individual planning

R = Responsive Services

C= Curriculum

S= System Support



TOOL 7.4

Developmental Scope and Sequence

Counselor _____ Building _____ Grade Level(s) _____

Topic	School Improvement Data (Accountability)	Grade Level	Standard/Competencies	When	Delivery Process I C R S	Who's Involved



TOOL 7.5

Developmental Scope and Sequence

Standard _____

Competency _____

School Improvement Data _____

Month	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
September													
October													
November													
December													
January													
February													
March													
April													
May													
June													

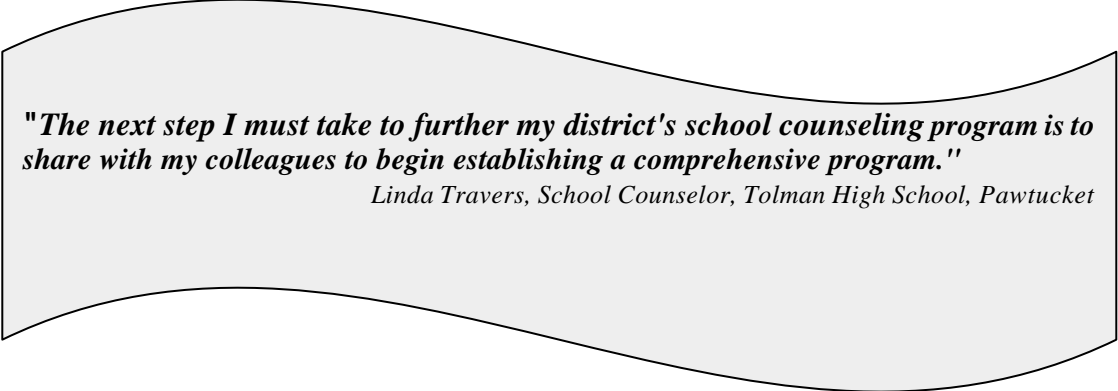
Conclusion

The comprehensive school counseling program is an integral component of the total educational experience for **all** students. The program fosters student achievement and school improvement and is developmental and systematic in nature, since it is sequential, clearly defined, and accountable. Professional counselors must clearly establish and articulate the purpose and goals of school counseling and its relationship to the educational system in order to become an active participant in school improvement. By addressing student needs in academic, career, and personal/social development throughout their Pre K-12 schooling, the comprehensive school counseling program promotes and enhances the learning process for all students.

Each school counseling program in Rhode Island must be organized as an integral and essential part of the broader school mission (Gysbers & Henderson, 1997). The evolution of comprehensive and developmental school counseling and guidance clearly supports the imminent need for school counseling programs to be aligned with and tied to the mission of schools (Gysbers, 2000). School counseling programs promote educational excellence through individual excellence. They provide prevention and intervention programs and experiences, create a collaborative model that integrates the expertise of school counselors, and other stakeholders into the total program, and are current with the needs and expectations of education agenda and societal issues (Dahir, 2004; Gysbers & Henderson, 2000; Myrick, 1997). "Random acts of guidance" are no longer acceptable" in 21st century schools (Bilzing, 1996).

Traditionally, professional school counselors have been ancillary to the mission of schools. The *National Standards*, the *ASCA Model*, *Transforming School Counseling* and now the *Rhode Island Model* place professional school counselors at the forefront of school reform. School counselors have an ethical and moral imperative to utilize all resources available to acquire the knowledge, skills, and attitudes to close the gaps and use data that shows the gaps in achievement and opportunity among underrepresented students, poor students, and their peers.

No Child Left Behind and the *Rhode Island Comprehensive Education ALL KIDS* strategy based on the 1997 *Article 31* law create urgency for reform and are instrumental in setting the stage for a paradigm shift in the work of professional school counselors. The *Rhode Island Model* serves as a framework for the development of comprehensive school counseling programs. It is not meant to be replicated exactly as written here or used as a cookie-cutter approach in developing school counseling programs. These school counseling programs will be the most effective when student needs and school improvement issues are inextricably woven throughout individual school counseling programs.



"The next step I must take to further my district's school counseling program is to share with my colleagues to begin establishing a comprehensive program."

Linda Travers, School Counselor, Tolman High School, Pawtucket

Resources

The following is list of resources to inspire and assist school counselors.

Resources that encompass all the domains or related to program development:

ASCA National Model Workbook: A Companion Guide for Implementing a Comprehensive School Counseling Program

American School Counselor Association (2004). *The ASCA National Model Workbook*. Alexandria, VA: Author. ISBN: 1-929289-04-9

CHOICES software series: Paws in Jobland for elementary students; Career Futures for middle school students; CHOICES for high school students. School server based software allows students to explore careers, and engage in interest and skills surveys. Available at www.bridges.com or through RI Career Resource Network (reduced rate for RI school districts).

Do What You Are offered at www.dowhatyouare.com/bridges or 1.800.281.1168 Internet based program that provides students with short scenarios and questions; then gives an individual specific personality profile as well as a list of potential careers to explore.

Leadership, Advocacy and Direct Strategies for Professional School Counselors

Perusse, R. & Goodnough, G. E. (2004). *Leadership, Advocacy and Direct Strategies for Professional School Counselors*. Belmont, CA: Brooks/Cole-Thomson Learning, Inc. ISBN: 0-534-58933-2

This book provides detailed curriculum in the academic, career, and personal/social domains.

SchoolCounselor.com

Sabella, Russell A. (2000). *SchoolCounselor.com: A Friendly and Practical Guide to the World Wide Web*. Minneapolis, MN: Educational Media Co. ISBN: 0-932796-94-X

A desktop reference for school counselors for computer basics to creating a web site; also lists numerous web sites beneficial to school counselors.

Academic Domain Resources

(Complete list is available on the ASCA website: www.schoolcounselor.org)

Academic Skills Problems Workbook

Shapiro, E.S. (1996). ***Academic Skills Problems Workbook***. New York, NY: The Guilford Press. ISBN: 1-57230-107-4

This workbook is filled with reproducible forms, some of which are reprinted from the text and many of which are available for the first time. Featuring step-by-step instructions and practice exercises, this workbook offers school professionals numerous opportunities for fine-tuning, practicing, and mastering direct assessment and intervention skills.

Motivating Students Who Don't Care: Successful Techniques for Educators

Mendler, Allen (2001). ***Motivating Students Who Don't Care: Successful Techniques for Educators***. National Educational Service. ISBN: 1-879639-81-5
With proven strategies and tools from the classroom, "Motivating Students Who Don't Care" identifies five effective processes you can use for re-awakening motivation in students who are having difficulties. Effective modeling processes include: emphasizing effort, respecting power, creating hope, building relationships and expressing enthusiasm. Using these proven strategies helps generate excitement and enthusiasm for learning in students. 76 pages.

The Boredom Solution: Understanding and Dealing with Boredom

Deal, Linda (2003). ***The Boredom Solution: Understanding and Dealing with Boredom***. Dandy Lion Publications. ISBN 1-883055-55-5

This complete exploration of boredom provides parents and teachers with important information that will help them understand why children complain about being bored and develop strategies to combat it.

What Do You Really Want? How to Set a Goal and Go for It!

Bachel, Beverly K. ***What Do You Really Want? How to Set a Goal and Go for It!*** Free Spirit. ISBN: 1-57542-085-6

This book introduces teens to a simple but effective power tool -- their own "goal tracker," a journal that contains everything they need to explore and fulfill their goals. Teens learn to discover what they really want, how to become a goal getter and how to put it all together. Also included is a resource section that teens can use on their goal-setting path.

You're Smarter Than You Think

Armstrong, Thomas (2003). ***You're Smarter Than You Think***. Free Spirit.
Being smart is more than getting good grades and test scores in school. This book draws from Dr. Howard Gardner's research on multiple intelligences and highlights the eight different intelligences. It tells what each one means and shows students how to make the most of their strongest intelligence and how to strengthen others. Quick quizzes, easy-to-use lists and lots of resources make this a practical, hands-on book.

Career Domain Resources

(Complete list is available on the ASCA website: www.schoolcounselor.org.)

Get-A-Life: Personal Planning Portfolio Facilitator's Package

Get-A-Life Personal Planning Portfolio Facilitator's Package. ASCA, 1993

The "Get-A-Life Personal Planning Portfolio," appropriate for grades 5-12, helps students collect information about themselves that they can use to make personal, educational and career decisions that will affect their entire lives. For schools, the Get-A-Life program provides an articulated system for documenting career-development activities for all students. The facilitator's package contains a manual, portfolio, video and computer program.

Get-A-Life: Personal Planning Portfolios for Career Development

Get-A-Life Personal Planning Portfolios for Career Development. ASCA, 1995

This planner helps students in grades 10-12 make career decisions and formulate educational plans. It provides a step-by-step guide for finding employment. Contains 25 student portfolios. Facilitator's version also available.

Get-A-Life: School-to-Work Transition Planner Facilitators Package

Get-A-Life: School-to-Work Transition Planner Facilitators Package. ASCA, 1995

This planner helps students in grades 10-12 make career decisions and formulated educational plans. It provides a step-by-step guide for finding employment. The manual leads counselors or teachers through the planner. Get-A-Life Planners also available.

Graduate to Your Perfect Job

Dorsey, J. (1997). ***Graduate to your perfect job***. Golden Ladder Publications. ISBN: 0-9657725-1-9

"Graduate to Your Perfect Job" is a comprehensive, reader-friendly guide for students to obtain the career of their dreams. The author shares a concise pathway for determining, understanding and achieving career goals.

Helping Students Plan Careers

Perry, Nancy & Ward, Laura (1997). ***Helping students plan careers***. AVA.

The authors, both prominent and widely respected in the school counseling profession, share their insights and research into how school counselors can advance the school-to-careers movement. This concise, information-packed guide provides successful practices and resource information. It describes timesaving ways for school counselors to help students determine and pursue their career goals. 127 pages.

How to...Career Development Activities 10-12

Career Development Systems, Center on Education and Work, University of Wisconsin-Madison

This high-impact book contains lesson plans, including resources and activities. The activities are keyed to ASCA's National Standards for School Counseling Programs, the National Career Development Guidelines, SCANS and the Developmental Guidance

Model and relate to reading, math, social studies and more. Each student-centered lesson includes a detailed plan of teacher and student activities with creative suggestions for curriculum integration. The well-defined instructions and many accompanying worksheets save you hundreds of hours of lesson preparation and content development.

How to...Career Development Activities for Every Classroom (7-9)

Career Development Systems, Center on Education and Work, 1999.

This high-impact book contains lesson plans, including resources and activities. The activities are keyed to ASCA's National Standards for School Counseling Programs, the National Career Development Guidelines, SCANS and the Developmental Guidance Model and relate to reading, math, social studies and more. Each student-centered lesson includes a detailed plan of teacher and student activities with creative suggestions for curriculum integration. The well-defined instructions and many accompanying worksheets save you hundreds of hours of lesson preparation and content development.

How to...Career Development Activities for Every Classroom (4-6)

Career Development Systems, Center on Education and Work, 1999.

This high-impact book contains lesson plans, including resources and activities. The activities are keyed to ASCA's National Standards for School Counseling Programs, the National Career Development Guidelines, SCANS and the Developmental Guidance Model and relate to reading, math, social studies and more. Each student-centered lesson includes a detailed plan of teacher and student activities with creative suggestions for curriculum integration. The well-defined instructions and many accompanying worksheets save you hundreds of hours of lesson preparation and content development.

Preparing Teens for the World of Work

Schilling, Dianne; Schwallie-Giddis, Pat; & Giddis, James (1995). *Preparing Teens for the World of Work*. Innerchoice. ISBN: 1-56499-027-3

This book contains information on job-finding skills, job-keeping skills and tips for workplace mentors as well as an overview of school-to-work and its history. The publication is an in-depth guide for starting and expanding your school-to-work program, with reproducible activity sheets targeting students' job-finding and job-keeping skills and handouts for workplace mentors.

Personal/Social Domain Resources

(Complete list is available on the ASCA website www.schoolcounselor.org.)

And Words Can Hurt Forever: How to Protect Adolescents from Bullying, Harassment, and Emotional Violence

Garbarino, James & deLara, Ellen (2002). *And words can hurt forever: How to protect adolescents from bullying, harassment, and emotional violence*. Free Press. ISBN:0743228995

Bullying has long been regarded and tolerated by adults and students alike as a way of school life or rite of passage. But the trauma of Columbine altered students' sense of security at school. Their reactions to emotional violence in the classroom and on the playground, in the form of harassment, intimidation, and fear, now, and finally, are driving parents to consider this insidious phenomenon the serious problem it has always been. *And Words Can Hurt Forever*, however, not only calls attention to the problem; it not only tells what individual parents can do to protect their child; it also throws into sharp relief the issue of adult responsibility for improving our children's emotional lives.

Creative Conflict Solving for Kids

Schmidt, Fran (1985) *Creative Conflict Solving for Kids*. Peace Education, Inc. Teaches self-esteem building, responsible decision-making, respect for human differences, interpersonal skills, anger management strategies, and conflict resolution. Includes 30 student workbooks, a curriculum book with teacher's guide, and a Rules for Fighting Fair poster.

Helping Kids With Anxiety and Stress

Frank, Kim (2003). *Helping kids with anxiety and stress*. Youth light. ISBN 1-889636-57-6

This book provides a collection of practical, easy-to-follow tips and activities to help kids with various types of fears, anxieties, and phobias.

How to Take the Grrrr out of Anger

Verdick, E., & Lisovskis, M. (2003). *How to take the grrrr out of anger*. Minneapolis, MN: Free Spirit Publishing, Inc. ISBN 1575421178

This book speaks directly to children and offers strategies they can start using immediately. Blending solid information and sound advice with jokes and funny cartoons, it guides kids to understand that anger is normal and can be expressed in many ways—some healthy, some not. It teaches them how to recognize anger in themselves and others, how to handle situations and emotions (loneliness, guilt, frustration, fear) that lead to or mask anger, and how to deal with the anger they feel.

Mediation for Kids: Kids in Dispute Settlement Mediation: Getting to Win (Teacher's Guide)

Schmidt, Fran. (1992). *Mediation for Kids: Kids in Dispute Settlement Mediation: Getting to Win*. Grace Contrino Abrams Peace Education Foundation.

This student mediation/conflict resolution set consists of two books - *Mediation for Kids* and *Mediation: Getting to Win! Teacher's Guide* - and four posters. The first book, the student workbook, presents a step-by-step approach to implementing student mediation program in the school or classroom. The curriculum contains lessons, which include active listening, paraphrasing, probing, fighting fair, and many cases ready to mediate. The second book is a teacher's guide to accompanying the workbook.

Odd Girl Out and Odd Girl Speaks Out

Simmons, R. (2002). ***Odd Girl Out***. New York: Harcourt Brace; ISBN: 0151006040
Odd Girl Out is a nationally acclaimed book on aggression in girls. The book shines the light of understanding on the secret lives of girls. By articulating the dynamics of this behavior, the book helps us see where it comes from and offers parents, teachers, and counselors ways in which to help.

Peer Harassment in School: The Plight of the Vulnerable and Victimized

Graham, S. & Juvonen, J. (2001). ***Peer Harassment in School: The plight of the vulnerable and victimized***. New York, NY: The Guilford Press. ISBN 1-57230-627-0
 Many youngsters are targets of verbal and physical abuse or social ostracism at some point during their school careers and a minority are repeatedly victimized by their peers. Which students become the targets of aggressive behavior, and why? What are the psychological and health consequences of victimization? Of crucial importance, what can school professionals do to help?

The Power of Positive Talk: Words to Help Every Child Succeed

Bloch, Douglas (2003). ***The Power of Positive Talk: Words to help every child succeed***. Free Spirit Publishing. ISBN 1-57542-127-5
 Affirmations are more than just words. They can heal hurts, build self-esteem, and inspire us to face life with confidence and courage. In a world filled with stress, pressures, and fears, children need support and encouragement from adults-they need to know how to affirm themselves.

Ready-To-Use Conflict Resolution Activities for Secondary Students

Perlstein, R. & Thrall, G. (1996) ***Ready-To-Use Conflict Resolution Activities for Secondary Students***. West Nyack, NY: The Center for Applied Research in Education
 This practical resource gives counselors, coaches, and youth leaders a program for training secondary students in conflict resolution and peer mediation. Activities use typical adolescent scenarios and role-plays with reproducible handouts to make the skills involved in resolving conflicts relevant and accessible to students of all ability levels.

Ready-to-Use Conflict-Resolution Activities for Elementary Students

Teolis, Beth (1998). ***Ready-to-Use Conflict-Resolution Activities for Elementary Students***. Wiley Publishing.
 For K-6 teachers and counselors, this resource provides more than 100 ready-to-use

lessons and illustrated activities to help children develop the self-esteem, sense of security, empathy and skills necessary to be able to work out differences with others peacefully in any setting. The book is divided into four sections: conflict-resolution activities for educators, building the groundwork for conflict resolution, conflict-resolution activities for your classroom and conflict resolution activities for your school.

Teaching the Skills of Conflict Resolution: Activities and Strategies for Counselors and Teachers

Cowan, David. (1992) ***Teaching the Skills of Conflict Resolution: Activities and Strategies for Counselors and Teachers***. Spring Valley, CA: Innerchoice Publishing
Students from grades kindergarten to eight will learn to see every conflict as having within it the seeds of a positive outcome as a result of the Sharing Circles, role playing, discussions, experiments, simulations, and reproducible activity sheets found in this guide.

The Bullying Prevention Handbook: A Guide for Principals, Teachers and Counselors

Hoover, J.H. & Ronald, O. (1996) ***The Bullying Prevention Handbook: A Guide for Principals, Teachers and Counselors***. Bloomington, IL: National Educational Service
Bullying Prevention Handbook offer resources tested and proven creating safe environments for students. The main topics presented by the author are the characteristics of a bully, individual and group interventions at home and at school. Discipline, creating life skills and safe environment at schools is necessary for child development.

References

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Appendix

- Appendix A** School Counseling Program Self Study
- Appendix B** Rhode Island School Counselor Association Membership Application
- Appendix C** Regulations of the Board of Regents for Elementary and Secondary Education Regarding Public High Schools and Ensuring Literacy for Students Entering High School
- Appendix D** Certification Requirements for Rhode Island School Counselors
- Appendix E** ASCA National Standards and Competencies
- Appendix F** ASCA Ethical Standards
- Appendix G** Selected ASCA Position Statements
- Appendix H** *The Rhode Island Model for Comprehensive K-12 School Counseling Programs*
Comment Form



APPENDIX A

School Counseling Program Self-Study

Directions: The self study assesses the degree to which the school counseling program is aligned with the key components of *The RI Model*. The self study guides program design and development and appraises annual progress. The results of the self study guide those responsible for the school counseling program to evaluate progress, identify gaps, and assess strengths and weaknesses. Additionally, the information gained can be used to revise annual goals and establish baselines for accountability.

School _____

Date _____

Implementation Team Members: _____

TO WHAT DEGREE HAS THIS OBJECTIVE BEEN MET:

Objective	Not at all	In process	Fully implemented
Getting Ready			
The school counselors are aware of the current requirement of No Child Left Behind and the national school improvement agenda.			
The school counselors are aware of the changes in school counseling programs and implementation skills that include: the ASCA National Standards, the ASCA National Model, and the Transforming School Counseling Initiative.			
The school counselors are fully informed of the RIDE regulations that drive school improvement in Rhode Island and the impact of the regulations on school counseling programs.			
Building the Foundation			
The mission statement is aligned with the school mission statement.			
The vision statement is the agreed-upon picture of success for every student.			
A series of belief statements strongly influence the ability of the program to help every student to achieve and succeed.			
The program uses the nine national standards as the basis for the content of the school counseling program.			
The identified competencies are organized developmentally and sequentially by school level and/or grade level and serve as a sequence of strategies and activities that reflect student growth.			
Student progression towards achieving the identified competencies is measured and evaluated annually.			
Delivering the School Counseling Program			
<i>Individual Student Planning</i>			
School counselors coordinate activities that assist students individually to establish academic, career, and personal-social goals.			

Objective	Not at all	In process	Fully implemented
The school counseling program provides opportunities for students to plan, monitor, and evaluate their progress.			
School counselors participate in the development and monitoring of the Learning Plan (LP) with teachers, student and parent.			
Individual student planning tools support every student's attainment of the national standards.			
<i>Prevention, Intervention, and Responsive Services</i>			
Intervention services are delivered through individual and/or group counseling.			
Prevention and intervention services are delivered in collaboration with teachers, administrators, and student services staff.			
School counselors use the consultation process to share and exchange information to best help students succeed in their academic, career, and personal-social development.			
School counselors collaborate with school-based specialists (social workers, psychologists, etc.) and/or community services to identify and utilize services for students in need.			
<i>School Counseling Curriculum</i>			
The school counseling curriculum is integrated across the content areas.			
The school counseling program ensures that Personalization (Section 6.1 of the RIDE regulations) is part of every student's school experience.			
The school counseling curriculum is delivered to all students and supports the competencies and standards, and the goals of school improvement.			
School counselor's conduct informational and skill building workshops for parents/guardians that complement the school counseling curriculum.			
<i>System Support</i>			
School counselors contribute to the school community by delivering a school counseling program that supports the school's mission and improvement goals.			
School counselors participate in agreed upon fair share responsibilities that do not detract or jeopardize their ability to deliver the school counseling program.			
School counselors provide professional development and information to faculty and staff on student related issues.			
Managing Your School Counseling Program			
The School Counseling Advisory Council provides input and feedback to the school counseling program.			
There is a mechanism in place for school counselors to assess how their time is allocated to deliver the program.			
School counselors maintain a monthly and yearly calendar to organize activities and plans.			
There is a partnership plan in place between the school counselors and the principal(s) to establish annual goals			

Objective	Not at all	In process	Fully implemented
and priorities that support school improvement and student needs.			
The school counseling program identifies the persons to be involved in the delivery of program activities.			
The school counseling program identifies who will plan and who will manage the program.			
The school counseling defines how the program will be evaluated and by whom.			
There are appropriate resources are in place to implement the program.			
There is a mechanism in place to gather annual feedback about the school counseling program by members of the school community.			
Measuring Student Success and School Counselor Accountability			
The school counseling program supports the goals of school improvement.			
The school counseling program is based on data and uses data to determine the need for systemic change.			
School counselors use data to confirm the progress of meeting the goals of the annual plan.			
School counselors use a process such as MEASURE to develop an action plan and demonstrate accountability.			
School counselors publicize the results of their MEASURE and/or accountability plan.			
Transformed Skills in Practice			
Every school counselor has participated in training to develop and enhance skills in leadership, advocacy, teaming and collaboration, and using data to inform decision-making.			
School counselors use leadership skills in daily practice.			
School counselors use advocacy skills in daily practice.			
School counselors use data to inform program development and decision making.			
School counselors, teachers, and administrators collaborate on the day to day delivery of the program.			
Moving Towards a Comprehensive Program			
The school counseling program addresses the academic, career, and personal-social development needs of every student.			
The school counseling program identifies specific competencies that will ultimately support every student's attainment of the national standards.			
The nine national standards are delivered through Individual Student Planning, School Counseling Curriculum, Responsive Services, and System Support.			
School counselors support every student's right to participate in a school counseling program.			
School counselors gather input from key stakeholders, including students, on the school counseling program			

Objective	Not at all	In process	Fully implemented
The program is mapped and aligned with the ASCA National Standards.			
The program supports the goals of school improvement.			
School counselors abide by the ASCA ethical guidelines and standards at all times.			
The school counseling program addresses and respects all aspects of diversity which includes but is not limited to: gender, culture, ethnicity, race, religion, learning ability/disability, and sexual orientation.			

What I/we learned from the Self Study:

How I/we will utilize this information:

My/our priorities for the next school year:

Next steps:

Appendix B**Rhode Island School Counselor Association**

The mission of *RISCA* is to promote excellence in the profession of school counseling and the development of all students.

Membership Application

September 1- August 31

The Rhode Island School Counselor Association is a state division of the American School Counselor Association.

Name _____

Home Address: (Street) _____

(City, State, Zip) _____

(H) Phone _____ (H) Fax _____

(H) E-Mail _____

Work Information (Check all that apply)

☐ Elementary

☐ Middle

☐ Jr. High ☐ High

☐ Post-Secondary

☐

Counselor Educator

Professional Title _____

Work Address: (School) _____

(Street) _____

(City, State, Zip) _____

(W) Phone _____ (W) Fax _____

(W) E-Mail _____

Please indicate your preferred mailing address:

☐ Home

☐ Office

Membership types: (Check one)

☐ Professional (\$30)

☐ Affiliate (\$30)

☐ Student (\$15)

☐ Retired (\$15)

I am a: ☐ New Member

☐ Renewing Member

☐ Student Member

If Student, school: _____ Expected graduation: _____

Method of Payment:

☐ Check payable to: Rhode Island School Counselor Association

☐ Cash

☐ Purchase order PO# _____

(No invoice will be mailed. Use this form as invoice.)

Mail to: Rhode Island School Counseling Association Office, Attn: Treasurer, 209 Hawkins Hall,
Providence College, Providence, RI 02918

Appendix C

REGULATIONS OF THE BOARD OF REGENTS FOR ELEMENTARY AND SECONDARY EDUCATION REGARDING PUBLIC HIGH SCHOOLS AND ENSURING LITERACY FOR STUDENTS ENTERING HIGH SCHOOL

FINAL VERSION 1.12

January 9, 2003

1.0 PREAMBLE:

The Board of Regents, in concert with RIDE and state-level partners, convened two High School Summits (2000, 2002) representing a broad array of stakeholders to consider the current state of affairs and future directions for the state's high schools.

2.0 AGENCY FINDINGS:

Summit deliberations concluded that:

1. There is substantial underachievement in RI high schools as measured by the challenging academic standards that the state has adopted.
2. A lack of adequate academic skills in reading, writing, and mathematics, with many students achieving below grade level, makes access to and success in a regular high school curriculum extremely difficult for many students.
3. There is a falloff in state assessment results for students as they progress from grade four through grade ten. This decline in performance over time is of great concern.
4. Many high schools have widely differentiated "tracks" for groups of students resulting in considerable differences in what students know and are able to do by the time they graduate.
5. There is wide disparity among RI high schools in terms of the preparation that students receive for further learning, the world of work, and service to their local community and state.
6. Far too many students pass through RI high schools without being known well by at least one adult within his/her school, resulting in a lack of understanding on the part of the school about the specific challenges and needs of individual students.
7. High schools in general have not changed sufficiently to enable their students to adequately and routinely meet the demands of the modern world.

3.0 ADOPTION OF FINDINGS:

In response to these facts, the Board of Regents created a Subcommittee for High Schools to discuss ways to address these pressing issues. The Subcommittee held well-attended forums with high school principals, superintendents, and varied other constituencies to collect ideas and obtain reactions to its deliberations. After considering feedback obtained from various sources, the Board of Regents does now hereby enact these regulations on behalf of students in RI public high schools. These regulations are enforceable through actions by the Commissioner in the same manner as all other regulations of the Board of Regents. Should a school or district fail to successfully implement these regulations the Commissioner will use the authorities vested in Title 16 of the General Laws to ensure that students in high schools appreciate the full benefits of these regulations.

4.0 HIGH SCHOOL LITERACY:

4.1 Assessing Reading Levels of Students Before and During High School:

Each school district in RI, pursuant to goals of the federal Elementary and Secondary Education Act of 2002 ("No Child Left Behind Act"), shall report to RIDE on an annual basis, at a time and in a manner set by the Commissioner, the reading levels of all of its students who fail to attain proficiency on Commissioner-designated subtests of state assessments. Such reporting will build on the requirements of Article 18 which compel schools and districts to report the reading level of all students in Grades K-3. Beginning in September 2004, districts will annually identify all students in grades 5, 9, and 11 who did not attain proficiency the previous Spring in English Language Arts. Districts will diagnostically assess each of these students and report their reading levels to RIDE by December each year. These reading levels shall be determined by administering one or more diagnostic assessment instruments or processes pre-approved by RIDE. This requirement applies to all public schools at every grade level and is not limited to high schools. This regulation is enacted in order to ensure that reading interventions are undertaken when there is evidence of a literacy problem. The district shall be responsible for costs associated with test procurement, administration, and interpretation. The Commissioner may authorize the use of suitable state or federal funds for such purposes. Based on the results of reading assessments, at all levels, the Commissioner may exercise his authorities under Title 16 to intervene in a school or district to ensure that students, at all grade levels, are having their literacy needs, as indicated by these assessments, effectively addressed.

4.2 Improving Literacy for Students Below Grade Level in Reading:

By June, 2003, districts must complete an interim self-assessment that describes the mechanisms in place: 1) to identify and support students below proficiency in literacy, 2) to ensure that elementary and middle schools and middle and high schools work collaboratively to identify those students who are below grade level prior to entering a new school, and 3) to support the implementation of necessary programming at the middle and secondary level to address the student needs identified in 4.1. By May, 2004, school improvement plans and district strategic plans will include specific information about the methods and means by which students who are reading below grade level will attain at least grade-level abilities. This requirement shall apply throughout the K-12 system. Any student who continues to fall below grade level in reading and/or fails to attain proficiency in subsequent years on the state assessments designated by the Commissioner shall continue to receive specialized assistance until they attain the requisite proficiency. By September, 2004, each middle and high school shall have specific programs in place to provide support to middle and secondary school students below proficiency in literacy, to ensure articulation between schools, and to support the implementation of necessary programming. Beginning in May, 2006, and every two years thereafter, each district shall evaluate, based on student performance, the effectiveness of their literacy program. Districts shall forward this information to RIDE as part of an annual submission of their strategic plans.

4.3 Literacy programming for students reading below grade level:

All Rhode Island schools shall provide literacy instruction and support to students who are assessed as having reading levels below grade level consistent with the requirements outlined in section 4.1 of these regulations. The purpose of this literacy instruction and support is to ensure that all high school students attain grade level literacy ability. Rhode Island high schools shall have specific programs in place to provide such programming to all entering ninth graders who are assessed as having reading levels below grade level.

4.4 State Literacy Advisory Panel:

The Commissioner shall assist in the implementation of these regulations by developing a Rhode Island K-12 Reading Policy that supplements and expands the existing K-3 Reading Policy to include issues surrounding secondary literacy. The State Literacy Advisory Panel shall provide advice concerning these

and related matters, including the creation, dissemination, and regular updating of pertinent resource materials for RI schools in the arena of literacy. For purposes of implementing these regulations, the composition of the State Literacy Advisory Panel shall reflect K-12 representation in order to benefit from elementary, middle, and secondary practitioner perspective and expertise.

5.0 GRADUATION REQUIREMENTS:

5.1 Graduation requirements revised:

Districts shall revise and school committees shall approve and submit to the Commissioner at a time and in a manner so designated, but no later than May, 2004, standard graduation requirements that include demonstration of proficiency and apply to all students within the district. These requirements shall apply to students entering ninth grade in September, 2004. The Commissioner shall create minimum graduation requirements to ensure compatibility of the graduation requirements among all school districts in Rhode Island by January, 2004. By May, 2003, districts shall provide a status report on their current graduations requirements and preliminary plans for devising graduation requirements consistent with these regulations.

5.2 Requirement for proficiency based graduation requirements:

These graduation requirements must include a demonstration of student proficiency that involves multiple measures of performance for all students and is consistent with the state's Common Core of Learning and any standards adopted by the Board of Regents. Each student exiting a Rhode Island high school with a diploma shall exhibit proficiency in a common academic core curriculum that includes the arts and technology. This proficiency must be demonstrated through at least two of the following: departmental end of course exams, a Certificate of Initial Mastery, portfolios, extended "capstone" projects, public exhibitions, and the use of technological tools. By May, 2004, school improvement plans and district strategic plans must describe how high schools will incorporate applied learning for all students through classroom, work-related and/or community service experiences.

5.3 Role of state assessment results for high school graduation:

Results of state assessments shall be used by the schools as part of their total assessment of students. Individual student results on state assessments should be used in some manner by the school to determine the students programming, and may be used in some manner as one of the components for graduation. State assessments should not be the sole grounds to prohibit promotion or graduation from high school and shall not represent more than 10 percent of all the weighted factors contributing to promotion or graduation. To assist districts in utilizing state assessments as part of promotion and graduation requirements, RIDE will explore mechanisms for allowing students to retake state-wide assessments.

5.4 Review by Commissioner:

The Commissioner shall approve all district graduation requirements at least once every two years beginning in May, 2004, and will continue thereafter to ensure compliance with these regulations.

6.0 HIGH SCHOOL RESTRUCTURING:

6.1 Requirement for personalized learning environments:

Districts shall prepare and submit to the Commissioner at a time and in a manner so designated, but no later than May, 2003, school improvement plans and district strategic plans that include strategies and a two year timeline for creating more personalized learning environments for high school students. Strategies in these plans must be implemented no later than January, 2005. These plans must be designed to ensure a collective responsibility for individual students that result in more students achieving

the Regents' standards for academic proficiency. These plans should include approaches such as student advisories, schools within schools, academies, individual learning plans, flexible scheduling, senior year dual enrollment plans, interdisciplinary grade level teams organized around a common group of students, and comprehensive K-12 counseling systems. School improvement plans and district strategic plans shall address the means by which these approaches will be implemented, how they will be evaluated, and how they will be continuously improved in light of information obtained. Additionally, by May, 2004, school improvement plans and district strategic plans must address strategies for responding to, recording, and planning for each individual student's social/emotional, academic, and career needs beginning no later than grade five and consistent with the intent of the General Assembly in Article 18. RIDE will provide guidance on such planning for individual students by January, 2004.

6.2 Professional development and common planning time:

By May, 2003, all middle and high school improvement plans submitted pursuant to these regulations must include documentation that all certified staff will participate in at least 15 hours of ongoing professional development annually, focused on the priority areas of literacy, graduation by proficiency, and personalization as informed by each school's student achievement data. School improvement plans must also describe the means for providing common planning time for high school teachers organized around students, especially those with the highest needs. By September, 2005, high schools must ensure at least weekly common planning time for this purpose.

6.3 Advisory structure:

All school improvement plans submitted pursuant to these regulations shall provide for a structure by which every student is assigned a responsible adult who is knowledgeable about that student and tracks his or her progress.

6.4 Review by Commissioner:

The Commissioner shall review all district personalization plans at least once every four years beginning in May, 2003, and will continue thereafter to ensure compliance with these regulations

Appendix D

Certification Requirements for Rhode Island School Counselors

This certificate is valid for service as a school counselor in grades PK-12.

PROVISIONAL CERTIFICATE - valid for three (3) years

Bachelor's Degree from an accredited or an approved institution of higher education as defined in these regulations

An advanced degree in an approved program within five years from the date of application in school counseling or a Master's Degree from an accredited or an approved institution as defined in these regulations and completion of twenty-four (24) semester hours of graduate level coursework in school counseling which must include course work in Introduction to Pupil Personnel Service, Techniques of Counseling, Psychological and Educational Assessment, Vocational and Educational Placement, and a minimum of a three (3) semester hour internship in school counseling.

Eligibility for a Rhode Island teacher's certificate

Two years of documented teaching experience at the elementary or secondary level

NOTE: THE PROVISIONAL CERTIFICATE REQUIRES THE COMPLETION OF SIX (6) GRADUATE CREDITS AS INDICATED IN SECTION II-A BELOW. THESE SIX (6) GRADUATE CREDITS ARE REQUIRED FOR THE ISSUANCE OF AN EXTENDED PROVISIONAL OR A PROFESSIONAL CERTIFICATE. THE EXTENDED PROVISIONAL CERTIFICATE IS ISSUED TO INDIVIDUALS WHO HAVE COMPLETED THE SIX (6) GRADUATE CREDITS REQUIREMENT BUT WHO HAVE NOT SERVED FOR THREE (3) YEARS AS A GUIDANCE COUNSELOR IN RHODE ISLAND. INDIVIDUALS HOLDING AN EXTENDED PROVISIONAL CERTIFICATE ARE NOT REQUIRED TO COMPLETE AN ADDITIONAL SIX (6) GRADUATE CREDITS TO ACQUIRE A FIVE (5) YEAR PROFESSIONAL CERTIFICATE. INDIVIDUALS HOLDING THE EXTENDED PROVISIONAL CERTIFICATE NEED ONLY DOCUMENT THREE (3) YEAR OF EXPERIENCE AS A SCHOOL COUNSELOR IN RHODE ISLAND FOR THE ISSUANCE OF A FIVE (5) YEAR PROFESSIONAL CERTIFICATE.

PROFESSIONAL CERTIFICATE - valid for five (5) years

Completion of six (6) graduate credits in school counseling

Those individuals issued a provisional certificate who have a Doctorate in School Counseling, a Certificate of Advanced Graduate Study in School Counseling or fifteen (15) graduate credits in school counseling beyond a Master's Degree are required to complete six (6) credits which may be college or approved in-service credits for the issuance of a five year professional certificate.

Three years of documented service as a school counselor in Rhode Island while on provisional certification. This experience

must be verified by the Superintendent of Schools or his/her designee.

NOTE: THIS CERTIFICATE MAY BE RENEWED EVERY FIVE YEARS UPON THE COMPLETION OF NINE GRADUATE CREDITS IN SCHOOL COUNSELING. THE NINE (9) SEMESTER HOUR COURSE REQUIREMENT DOES NOT APPLY TO INDIVIDUALS WHO HAVE A DOCTORATE IN SCHOOL COUNSELING, A CERTIFICATE OF ADVANCED GRADUATE STUDY IN SCHOOL COUNSELING, OR 15 GRADUATE CREDITS IN SCHOOL COUNSELING BEYOND A MASTER'S DEGREE. THESE INDIVIDUALS MAY COMPLETE ANY SIX (6) COLLEGE OR IN-SERVICE CREDITS FOR RENEWAL.

Individuals who have not served for either all or part of the term of the five-year professional certificate are entitled to a renewal of this certificate provided they have completed the course requirements stated above. In addition, any experience during the five-year period is to be documented by the Superintendent of Schools or his/her designee.

Effective: April 30, 1997

RHODE ISLAND REQUIREMENTS FOR THE SUPERVISOR OF SCHOOL COUNSELORS CERTIFICATE

This certificate is valid for service as a supervisor of school counseling programs for grades PK-12.

I. PROVISIONAL CERTIFICATE - valid for three (3) years

- A. Master's Degree from an accredited institution of higher education as defined in these regulations
- B. Eligibility for a Rhode Island school counselor's certificate
- C. Three years of documented experience as a school counselor
- D. Nine semester hours of graduate level course work in educational administration in the areas of Administration and Organization of Counseling Programs; Supervision of Personnel; and Curriculum Development and Evaluation

NOTE: THE PROVISIONAL CERTIFICATE REQUIRES THE COMPLETION OF SIX (6) GRADUATE CREDITS AS INDICATED IN SECTION II-A BELOW. THESE SIX (6) GRADUATE CREDITS ARE REQUIRED FOR THE ISSUANCE OF AN EXTENDED PROVISIONAL OR A PROFESSIONAL CERTIFICATE. THE EXTENDED PROVISIONAL CERTIFICATE IS ISSUED TO INDIVIDUALS WHO HAVE COMPLETED THE SIX (6) GRADUATE CREDITS REQUIREMENT BUT WHO HAVE NOT SERVED FOR THREE (3) YEARS AS A SUPERVISOR OF SCHOOL COUNSELORS IN RHODE ISLAND. INDIVIDUALS HOLDING AN EXTENDED PROVISIONAL CERTIFICATE ARE NOT REQUIRED TO COMPLETE AN ADDITIONAL SIX (6) GRADUATE CREDITS TO ACQUIRE A FIVE (5) YEAR PROFESSIONAL CERTIFICATE. INDIVIDUALS HOLDING THE EXTENDED PROVISIONAL CERTIFICATE NEED ONLY DOCUMENT THREE (3) YEAR OF EXPERIENCE AS A SUPERVISOR OF SCHOOL COUNSELORS IN RHODE ISLAND FOR THE ISSUANCE OF A FIVE (5) YEAR PROFESSIONAL CERTIFICATE.

II. PROFESSIONAL CERTIFICATE - valid for five (5) years

- A. Completion of six (6) graduate credits while on provisional certification in the supervision of counseling programs, curriculum, or educational administration.

Those individuals issued a provisional certificate who have a Doctorate in Educational Administration, Supervision of Counseling Programs and Curriculum, a Certificate of Advanced Graduate Study in Educational Administration, Supervision of Counseling Programs and Curriculum, or 30 graduate credits beyond a Master's Degree which must include 21 graduate credits in educational administration, supervision and curriculum are required to complete six (6) credits which may be college credits or approved in-service credits for the issuance of a five year professional certificate.

- B. Three years of documented service as a Supervisor of School Counselors in Rhode Island while on provisional certification. This experience must be verified by the Superintendent of Schools or his/her designee.

NOTE: This certificate may be renewed every five years upon the completion of nine credits and verification of continued service as a supervisor of school counselors. Six of the nine credits must be graduate course work in the areas of Educational Administration, Supervision of Counseling Programs, and Curriculum. Three of the nine credits may be approved in-service course work. The nine (9) semester hour course requirement does not apply to individuals who have a Doctorate in Educational Administration, Supervision of Counseling Programs and Curriculum, a

Certificate of Advanced Graduate Study in Educational Administration, Supervision of Counseling Programs and Curriculum, or 30 graduate credits beyond a Master's Degree which must include 21 graduate credits in educational administration, supervision and curriculum. These individuals may complete any six (6) college or in-service credits for renewal.

Individuals who have not served for either all or part of the term of the five-year professional certificate are entitled to a renewal of this certificate provided they have completed the course requirements stated above. In addition, any experience during the five-year period is to be documented by the Superintendent of Schools or his/her designee.

Effective: April 30, 1997

Appendix E

National Standards for School Counseling Programs

Academic Development

Standard A

Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Standard B

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Standard C

Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development

Standard A

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.

Standard B

Students will employ strategies to achieve future career success and satisfaction.

Standard C

Students will understand the relationship between personal qualities, education and training and the world of work.

Personal/Social Development

Standard A

Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Standard B

Students will make decisions, set goals and take necessary action to achieve goals.

Standard C

Students will understand safety and survival skills.

National Standards and Student Competencies for School Counseling Programs

I. Academic Development

Standard A:

The school counseling program enables all students to achieve success in school. **Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.**

STUDENT COMPETENCIES:

Improve Academic Self Concept

Students will:

- articulate feelings of competence and confidence as a learner
- display a positive interest in learning
- take pride in work and in achievement
- accept mistakes as essential to the learning process
- identify attitudes and behaviors which lead to successful learning

Acquire Skills for Improving Learning

Students will:

- apply time management and task management skills
- demonstrate how effort and persistence positively effect learning
- use communication skills to know when and how to ask for help when needed
- apply knowledge of learning styles to positively influence school performance

Achieve School Success

Students will:

- take responsibility for their actions
- demonstrate the ability to work independently as well as the ability to work cooperatively with other students
- develop a broad range of interests and abilities
- demonstrate dependability, productivity and initiative
- share knowledge

Standard B:

The school counseling program enables all students to achieve success in school and to develop into contributing members of society. **Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.**

STUDENT COMPETENCIES

Improve Learning

Students will:

- demonstrate the motivation to achieve individual potential
- learn and apply critical thinking skills
- apply the study skills necessary for academic success at each level
- seek information and support from faculty, staff, family, and peers

- organize and apply academic information from a variety of sources
- use knowledge of learning styles to positively influence school performance
- become self-directed and independent learners

Plan to Achieve Goals

Students will:

- establish challenging academic goals in elementary, middle/junior high, and high school
- use assessment results in educational planning
- develop and implement an annual plan of study to maximize academic ability and achievement
- apply knowledge of aptitudes and interests to goal setting
- use problem solving and decision making skills to assess progress towards educational goals
- understand the relationship between classroom performance and success in school
- identify post-secondary options consistent with interests, achievement, aptitude and abilities
-

Standard C:

The school counseling program enables all students to achieve success in school and to develop in to contributing members of our society. **Students will understand the relationship of academics to the world of work, and to life at home and in the community.**

STUDENT COMPETENCIES

Relate School to Life Experiences

Students will:

- demonstrate the ability to balance school, studies, extra-curricular activities, leisure time and family life
- seek co-curricular and community experiences to enhance the school experience
- understand the relationship between learning and work
- demonstrate an understanding of the value of life long learning as essential to seeking, obtaining, and maintaining life goals
- understand that school success is the preparation to make the transition from student to community member
- understand how school success and academic achievement enhance future career and avocational opportunities

II. Career Development

The career development standards reflect the recommendations of the Secretary's Commission on Achieving Necessary Skills (SCANS, 1991) and the content of the National Career Development Guidelines (NOICC, 1989).

Standard A:

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

STUDENT COMPETENCIES:

Develop Career Awareness

Students will:

- develop skills to locate, evaluate, and interpret career information
- learn about the variety of traditional and non-traditional occupations

- develop an awareness of personal abilities, skills, interests, and motivations
- learn how to interact and work cooperatively in teams
- learn to make decisions
- learn how to set goals
- understand the importance of planning
- pursue and develop competency in areas of interest
- develop hobbies and avocational interests
- balance between work and leisure time

Develop Employment Readiness

Students will:

- acquire employability skills such as working on a team, problem solving and organizational skills
- apply job readiness skills to seek employment opportunities
- demonstrate knowledge about the changing workplace
- learn about the rights and responsibilities of employers and employees
- learn to respect individual uniqueness in the work place
- learn how to write a resume
- develop a positive attitude toward work and learning
- understand the importance of responsibility, dependability, punctuality, integrity, and effort in the work place
- utilize time and task management skills

Standard B:

Students will employ strategies to achieve future career goals with success and satisfaction.

STUDENT COMPETENCIES

Acquire Career Information

Students will:

- apply decision making skills to career planning, course selection and career transitions
- identify personal skills, interests, and abilities and relate them to current career choices
- demonstrate knowledge of the career planning process
- know the various ways which occupations can be classified
- use research and information resources to obtain career information
- learn to use the Internet to access career planning information
- describe traditional and non traditional occupations how these relate to career choice
- understand how changing economic and societal needs influence employment
- trends and future training

Identify Career Goals

Students will:

- demonstrate awareness of the education and training needed to achieve career goals
- assess and modify their educational plan to support career goals
- use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences
- select course work that is related to career interests
- maintain a career planning portfolio

Standard C:

Students will understand the relationship between personal qualities, education, training and the world of work.

STUDENT COMPETENCIES

Acquire Knowledge to Achieve Career Goals

Students will:

- understand the relationship between educational achievement and career success
- explain how work can help to achieve personal success and satisfaction
- identify personal preferences and interests which influence career choices and success
- understand that the changing workplace requires lifelong learning and acquiring new skills
- describe the effect of work on life styles
- understand the importance of equity and access in career choice
- understand that work is an important and satisfying means of personal expression

Apply Skills to Achieve Career Goals

Students will:

- demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals
- learn how to use conflict management skills with peers and adults
- learn to work co-operatively with others as a team member
- apply academic and employment readiness skills in work based learning situations such as internships, shadowing and/or mentoring experiences

III. Personal/Social Development

Standards in the personal/social area guide the school counseling program to implement strategies and activities to support and maximize each student's personal growth and enhance the educational, and career development of the student.

The school counseling program enables all students to achieve success in school and develop into contributing members of our society.

Standard A:

Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

STUDENT COMPETENCIES

Acquire Self Knowledge

Students will:

- develop a positive attitude toward self as a unique and worthy person
- identify personal values, attitudes, and beliefs
- learn the goal setting process
- understand change as a part of growth
- identify and express feelings
- distinguish between appropriate and inappropriate behaviors
- recognize personal boundaries, rights, and privacy needs
- understand the need for self-control and how to practice it
- demonstrate cooperative behavior in groups
- identify personal strengths and assets
- identify and discuss changing personal and social roles
- identify and recognize changing family roles

Acquire Interpersonal Skills***Students will:***

- recognize that everyone has rights and responsibilities, including family and friends
- respect alternative points of view
- recognize, accept, respect, and appreciate individual differences
- recognize, accept, and appreciate ethnic and cultural diversity
- recognize and respect differences in various family configurations
- use effective communication skills
- know that communication involves speaking, listening, and nonverbal behavior
- learn how to communicate effectively with family
- learn how to make and keep friends

Standard B:

Students will make decisions, set goals and take necessary action to achieve goals.

STUDENT COMPETENCIES**Self Knowledge Applications*****Students will:***

- use a decision-making and problem solving model
- understand consequences of decisions and choices
- identify alternative solutions to a problem
- develop effective coping skills for dealing with problems
- demonstrate when, where, and how to seek help for solving problems and making decisions
- know how to apply conflict resolution skills
- demonstrate a respect and appreciation for individual and cultural differences
- know when peer pressure is influencing a decision
- identify long and short term goals
- identify alternative ways of achieving goals
- use persistence and perseverance in acquiring knowledge and skills
- develop an action plan to set and achieve realistic goals

Standard C:

Students will understand safety and survival skills.

STUDENT COMPETENCIES**Acquire Personal Safety Skills*****Students will:***

- demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- learn about the relationship between rules, laws, safety and the protection of an individual's rights
- learn the difference between appropriate and inappropriate physical contact
- demonstrate the ability to assert boundaries, rights, and personal privacy
- differentiate between situations requiring peer support and situations requiring adult professional help
- identify resource people in the school and community, and know how to seek their help
- apply effective problem-solving and decision-making skills to make safe and healthy choices
- learn about the emotional and physical dangers of substance use and abuse
- learn how to cope with peer pressure
- learn techniques for managing stress and conflict
- learn coping skills for managing life events

Appendix F

ETHICAL STANDARDS FOR SCHOOL COUNSELORS

Ethical Standards for School Counselors was adopted by the ASCA Delegate Assembly, March 19, 1984, revised March 27, 1992, June 25, 1998, and June 26, 2004.

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with nondominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the counselor-student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counseling professionals. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served or membership in this professional association;
- Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A.1. Responsibilities to Students

The professional school counselor:

- a.** Has a primary obligation to the student, who is to be treated with respect as a unique individual.
- b.** Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.
- c.** Respects the student's values and beliefs and does not impose the counselor's personal values.
- d.** Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their rights.

A.2. Confidentiality

The professional school counselor:

- a.** Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.
- b.** Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.
- c.** In absence of state legislation expressly forbidding disclosure, considers the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
 - Student identifies partner or the partner is highly identifiable
 - Counselor recommends the student notify partner and refrain from further high-risk behavior
 - Student refuses
 - Counselor informs the student of the intent to notify the partner
 - Counselor seeks legal consultation as to the legalities of informing the partner
- d.** Requests of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.
- e.** Protects the confidentiality of students' records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.
- f.** Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is

only to be revealed to others with the informed consent of the student, consistent with the counselor's ethical obligation.

g. Recognizes his/her primary obligation for confidentiality is to the student but balances that obligation with an understanding of the legal and inherent rights of parents/guardians to be the guiding voice in their children's lives.

A.3. Counseling Plans

The professional school counselor:

a. Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.

b. Advocates for counseling plans supporting students' right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

A.4. Dual Relationships

The professional school counselor:

a. Avoids dual relationships that might impair his/her objectivity and increase the risk of harm to the student (e.g., counseling one's family members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision and documentation.

b. Avoids dual relationships with school personnel that might infringe on the integrity of the counselor/student relationship

A.5. Appropriate Referrals

The professional school counselor:

a. Makes referrals when necessary or appropriate to outside resources. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

A.6. Group Work

The professional school counselor:

a. Screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

b. Notifies parents/guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy or practice.

c. Establishes clear expectations in the group setting and clearly states that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.

d. Follows up with group members and documents proceedings as appropriate.

A.7. Danger to Self or Others

The professional school counselor:

a. Informs parents/guardians or appropriate authorities when the student's condition indicates a clear and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.

b. Will attempt to minimize threat to a student and may choose to 1) inform the student of actions to be taken, 2) involve the student in a three-way communication with parents/guardians when breaching confidentiality or 3) allow the student to have input as to how and to whom the breach will be made.

A.8. Student Records

The professional school counselor:

a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.

b. Keeps sole-possession records separate from students' educational records in keeping with state laws.

c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they 1) are shared with others in verbal or written form, 2) include information other than professional opinion or personal observations and/or 3) are made accessible to others.

d. Establishes a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Careful discretion and deliberation should be applied before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

A.9. Evaluation, Assessment and Interpretation

The professional school counselor:

a. Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only utilizes assessment measures that are within the scope of practice for school counselors.

b. Seeks specialized training regarding the use of electronically based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.

c. Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.

- d. Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student(s) can understand.
- e. Monitors the use of assessment results and interpretations, and takes reasonable steps to prevent others from misusing the information.
- f. Uses caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- g. Assesses the effectiveness of his/her program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

The professional school counselor:

- a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.
- b. Advocates for equal access to technology for all students, especially those historically underserved.
- c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.
- d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.
- e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

A.11. Student Peer Support Program

The professional school counselor:

Has unique responsibilities when working with student-assistance programs. The school counselor is responsible for the welfare of students participating in peer-to-peer programs under his/her direction.

B. Responsibilities to Parents/Guardians

B.1. Parent Rights and Responsibilities

The professional school counselor:

- a. Respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the student's maximum development.

b. Adheres to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties that interfere with the student's effectiveness and welfare.

c. Respects the confidentiality of parents/guardians.

d. Is sensitive to diversity among families and recognizes that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

B.2. Parents/Guardians and Confidentiality

The professional school counselor:

a. Informs parents/guardians of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and student.

b. Recognizes that working with minors in a school setting may require counselors to collaborate with students' parents/guardians.

c. Provides parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.

d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student, and in cases of divorce or separation exercises a good-faith effort to keep both parents informed with regard to critical information with the exception of a court order.

C. Responsibilities to Colleagues and Professional Associates

C.1. Professional Relationships

The professional school counselor:

a. Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.

b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.

c. Is aware of and utilizes related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

The professional school counselor:

a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.

b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.

c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the student.

d. Is knowledgeable about release of information and parental rights in sharing information.

D. Responsibilities to the School and Community

D.1. Responsibilities to the School

The professional school counselor:

a. Supports and protects the educational program against any infringement not in students' best interest.

b. Informs appropriate officials in accordance with school policy of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and counselor.

c. Is knowledgeable and supportive of the school's mission and connects his/her program to the school's mission.

d. Delineates and promotes the counselor's role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.

e. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.

f. Advocates that administrators hire only qualified and competent individuals for professional counseling positions.

g. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students' developmental needs and (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. Responsibility to the Community

The professional school counselor:

a. Collaborates with agencies, organizations and individuals in the community in the best interest of students and without regard to personal reward or remuneration.

b. Extends his/her influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

E. Responsibilities to Self

E.1. Professional Competence

The professional school counselor:

- a.** Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
- b.** Monitors personal well-being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student.
- c.** Strives through personal initiative to maintain professional competence including technological literacy and to keep abreast of professional information. Professional and personal growth is ongoing throughout the counselor's career.

E.2. Diversity

The professional school counselor:

- a.** Affirms the diversity of students, staff and families.
- b.** Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.
- c.** Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affects her/him personally and professionally.
- d.** Acquires educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

F. Responsibilities to the Profession

F.1. Professionalism

The professional school counselor:

- a.** Accepts the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- b.** Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.
- c.** Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices. The counselor advocates for the protection of the individual student's identity when using data for research or program planning.
- d.** Adheres to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement and the ASCA National Model, and relevant statutes established by federal, state and local governments, and when these are in conflict works responsibly for change.
- e.** Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.

f. Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

The professional school counselor:

a. Actively participates in local, state and national associations fostering the development and improvement of school counseling.

b. Contributes to the development of the profession through the sharing of skills, ideas and expertise with colleagues.

c. Provides support and mentoring to novice professionals.

G. Maintenance of Standards

Ethical behavior among professional school counselors, association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues or if counselors are forced to work in situations or abide by policies that do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.
2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.
4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
 - state school counselor association
 - American School Counselor Association
5. The ASCA Ethics Committee is responsible for:
 - educating and consulting with the membership regarding ethical standards
 - periodically reviewing and recommending changes in code
 - receiving and processing questions to clarify the application of such standards; Questions must be submitted in writing to the ASCA Ethics chair.
 - handling complaints of alleged violations of the ethical standards. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

Appendix G

ASCA Position Statements

The Professional School Counselor and Comprehensive School Counseling Programs

(Adopted 1988; revised 1993, 1997)

The American School Counselor Association (ASCA) Position

ASCA endorses comprehensive school counseling programs that promote and enhance student learning. The program's focus is on the three broad and interrelated areas of student development: academic, career and personal/social development. Each encompasses a variety of desired student learning competencies, which forms the foundation of the developmental school counseling program. The professional school counselor uses a variety of activities and resources to promote the desired student development. Professional school counselor responsibilities include program organization, implementation and coordination.

The Rationale

A comprehensive school counseling program is developmental in nature. It is systematic, sequential, clearly defined and accountable. The program's foundation is developmental psychology, educational philosophy and counseling methodology. Proactive and preventive in focus, the school counseling program is integral to the educational program. It assists students in acquiring and using lifelong skills through the development of academic, career, self-awareness and interpersonal communication skills. The goal of the comprehensive school counseling program is to provide all students with life success skills.

The school counseling program has characteristics similar to other educational programs, including a scope and sequence, student competencies or outcomes, activities and processes to assist students in achieving the outcomes, professionally credentialed personnel, materials and resources and national standards for evaluation.

We recognize that our educational system is being challenged by the increasing needs of today's students and society's rising expectations. Many of our children enter school with emotional, physical and interpersonal barriers to learning. Although comprehensive school counseling programs include necessary crisis-oriented responsive services, the emphasis is on developmental skill building for all students beginning when students enter school and continuing as they progress through the grades.

Effective school counseling programs are a collaborative effort between the counselor and other educators to create an environment promoting school success. Staff and counselors value and respond to the diversity and individual differences in our societies and communities. Comprehensive school counseling programs help ensure equal opportunities for all students to participate fully in the educational process.

This counseling model is compatible with the National Education Goals and the National Standards for School Counseling Programs.

The Professional School Counselor's Role

Within a comprehensive school counseling program, professional school counselors will focus their skills, time and energy on direct service to students, staff and families. ASCA recommends a realistic counselor-student ratio to be 1:250. Professional school counselors will spend 70 percent of their time in direct service to students. Indirect services include counseling program planning, maintenance and evaluation; participation in school site planning and implementation; partnerships and alliances with post-secondary institutions, businesses and community agencies; and other tasks enhancing the program's mission.

The comprehensive school counseling program balances many components. It requires counselors to deliver individual and small group counseling and large group guidance; to teach skill development in academic, career and personal/social areas; to provide consultation and case management; and to coordinate, manage and evaluate the school counseling program.

As student advocates, professional school counselors participate as members of the educational team. They consult and collaborate with teachers, administrators and families to help students be successful academically, vocationally and personally. Professional school counselors are indispensable partners with the instructional staff in the development of contributing members of society. They ensure, on behalf of students and their families, that all school programs facilitate the educational process and offer the opportunity for school success.

Summary

A written, comprehensive developmental and career K-12 guidance curriculum should be implemented in every school district. It should include a systematic and planned program delivery that productively involves all students and promotes and enhances the learning process. The comprehensive school counseling program facilitates student development in three areas:

- academic development, which includes the acquisition of skills, attitudes and knowledge contributing to effective learning in school throughout the lifespan.
- career development, which includes the foundation for the acquisition of skills, attitudes, and knowledge enabling students to make a successful transition from school to careers.
- personal/social development, includes the acquisition of skills, attitudes and knowledge to help students understand and respect self and others, acquire effective interpersonal skills, understand and practice safety and survival skills and develop into contributing members of society.

The comprehensive school counseling program should be supported by appropriate resources and implemented and coordinated by a credentialed professional school counselor.

The Professional School Counselor and Character Education

(Adopted 1998)

American School Counselor Association (ASCA) Position

ASCA endorses and supports character education in the schools. The professional school counselor needs to take an active role in initiating, facilitating and promoting character education programs in the school curriculum.

The Rationale

Character education is the teaching of key social values, which enables students to become positive, self-directed adults and responsible members of society. These social values are held by our society as ethical standards that support our democratic way of life. As professional school counselors, we know students need to acquire certain character traits based on clearly understood, universal values. These include: honesty, integrity, trustworthiness, respect, responsibility, fairness, caring and citizenship. These values affirm basic human worth and dignity.

Today, the family faces many obstacles and burdens. Standards of right and wrong have declined. Our nation's moral fiber is at risk. Each day our children make decisions about lying and cheating, using drugs or alcohol, becoming involved with guns and gangs.

We want our youth to acquire the knowledge, the self-esteem and the support they will need to survive in a changing society. Counselors can be part of the school team inviting family and community involvement to define the values that will guide the school's character development values. The responsibility of teaching and instilling these values must now be shared by the school and the home.

The Professional School Counselor's Role

For character education to be effective, all adults in the school community need to model the behavior of good character they want students to imitate. The daily operations of school have significant impact on what children will learn to value. The professional school counselor needs to lead, initiate, manage and support character education programs in the school. Counselors should encourage the following activities if not already in practice:

- Formulation or articulation of a school philosophy or mission statement
- Guidance in helping all students express clear academic and behavior goals
- A discipline policy that supports character goals
- Student participation in school activities
- Student participation in community service or school projects
- Programs to give students the opportunity to help other students

- Extracurricular activities to include the involvement of students, school staff, parents and community members
- Teaching of making decisions, resolving conflicts and solving problems
- Student involvement in development of school rules
- Inclusion of character values in multicultural discussions
- Student recognition programs focused on character values

The professional school counselor is in a position to be effective in designing, initiating and supporting a character education curriculum. Teachers, counselors and administrators need to work together to teach students to take responsibility for their actions and behavior. A positive self-esteem and effective decision-making skills are essential to this process.

Summary

Character education will assist students in becoming positive and self-directed in their lives and education and in striving toward future goals. The professional school counselor, as a part of the school community and as a highly resourceful person, takes an active role by working cooperatively with the teachers and administration in providing character education in the schools as an integral part of the school curriculum and activities.

The Professional School Counselor and Confidentiality

(Adopted 1974; reviewed and reaffirmed 1980; revised 1986, 1993, 1999, 2002)

American School Counselor Association (ASCA) Position

The professional responsibility of school counselors is to fully respect the right to privacy of those with whom they enter counseling relationships. Professional school counselors must keep abreast of and adhere to all laws, policies and ethical standards pertaining to confidentiality. This confidentiality must not be abridged by the counselor except when there is clear and present danger to the student and/or other persons.

The Rationale

Confidentiality is an ethical term denoting a counseling practice relevant to privacy. Privileged communication is a legal term denoting a requirement to protect the privacy between counselor and student.

A student has the right to privacy and confidentiality. ASCA recognizes that a counseling relationship requires an atmosphere of trust and confidence between the student and the counselor. Confidentiality ensures that disclosures will not be divulged to others except when authorized by the student or when there is a clear and present danger to the student and/or to other persons.

ASCA members affirm their belief in the individual's worth and dignity. It is the professional responsibility of school counselors to fully respect the right to privacy of those with whom they enter counseling relationships.

The Professional School Counselor's Role

Counselors have a responsibility to protect the privileged information received through confidential relationships with students, parents or guardians and with staff. The professional school counselor reserves the right to consult with other professionally competent persons when this is in the student's best interest. In the event of possible judicial proceedings, the professional school counselor should initially advise the school administration and the counselee, and if necessary, consult with legal counsel. If reports are required, every effort should be made to limit demands for information to those matters essential for the purpose of the legal proceedings. When a professional counselor is in doubt about what to release in a judicial proceeding, the professional school counselor should arrange a conference with the judge to explain the dilemma and get advice as to how to proceed. Counseling information used in research and counselor training should fully guarantee counselees' anonymity.

It is the counselor's responsibility to provide notice to students regarding the possible necessity for consulting with others. This confidentiality must not be abridged by the professional school counselor except where there is a clear and present danger to the student and/or to other persons.

The professional school counselor and student should be provided with adequate physical facilities to guarantee the confidentiality of the counseling relationship. With the enactment of the Family Educational Rights and Privacy Act, P.L. 93-380 (The Buckley

Amendment), great care should be taken with recorded information. All professional school counselors should have a copy of the complete law. Professional school counselors must adhere to P.L. 93-380; they must be concerned about individuals who have access to confidential information. It should be each school's policy to guarantee adequate working space for secretaries so that students and school personnel will not come into contact with confidential information, even inadvertently. Professional school counselors should undertake a periodic review of information requested of their students. Only relevant information should be retained. Professional school counselors will adhere to ethical standards and local policies in relating student information over the telephone. They have a responsibility to encourage school administrators to develop written policies concerning the ethical and legal handling of all records in their school system. The development of additional guidelines relevant to the local situation is encouraged. Finally, it is strongly recommended that state and local counselor associations implement these principles and guidelines through appropriate legislation.

Professional school counselors should be aware that it is much more difficult to guarantee confidentiality in group counseling than in individual counseling. Communications made in good faith may be classified as privileged by the courts, and the communicating parties will be protected by law against legal action seeking damages for libel or slander. Generally, it may be said that an occasion of this particular privilege arises when one acts in the bona fide discharge of a public or private duty. This privilege may be abused or lost by malice, improper and unjustified motive, bad faith or excessive publication.

Summary

A counseling relationship requires an atmosphere of trust and confidence between student and counselor. A student has the right to privacy and confidentiality. The responsibility to protect confidentiality extends to the student's parent or guardian and staff in confidential relationships. Professional school counselors must adhere to P.L. 93-380.

The Professional School Counselor and Comprehensive Conflict-Resolution Programs

(Adopted 2000)

American School Counselor Association Position

The professional school counselor recognizes the need for all students to have access to a conflict-resolution program that is part of a comprehensive developmental school counseling program. Such programs foster a positive campus climate and promote lifelong skills enabling individuals to resolve conflict in a positive manner.

Comprehensive conflict-resolution programs combine peer mediation, the incorporation of conflict-resolution principles into the academic curriculum and the education of all members of the school community in applying methods for alleviating conflicts.

The Rationale

Violence-reduction and conflict-management programs are integral to a safe school environment. A comprehensive conflict-resolution program's goal is to prevent violence and create an optimal learning environment free of discrimination resulting from differences in ethnicity, culture, socioeconomic status, gender, sexual orientation or religious beliefs. These programs properly implemented by professional school counselors serve to reduce violence, lower tension and lessen anxiety among students, thereby increasing the opportunity for improved academic performance, positive social adjustment and increased attendance. Implementing a comprehensive conflict-resolution program empowers and encourages students to take personal and collective responsibility for their conduct and the climate of their campus.

The Professional School Counselor's Role

It is the professional school counselor's role to provide leadership in the design, implementation, monitoring and evaluation of schoolwide, comprehensive conflict-resolution programs utilizing both prevention and intervention strategies. The professional school counselor should ensure that the comprehensive conflict-resolution program includes prevention services, training, education in recognition of early warning signs, intervention services, crisis response and follow-up, community involvement, peer mediation programs and evaluation of program effectiveness.

Summary

A comprehensive conflict-resolution program promotes a safe school environment that permits optimal personal growth and learning. Through participation in a comprehensive conflict-resolution program, students learn skills that maximize their potential for reaching personal goals and success in school.

The Professional School Counselor And Cultural Diversity

(Adopted 1988; revised 1993, 1999, 2004)

American School Counselor Association Position

Professional school counselors advocate for appropriate opportunities and services that promote maximum development for all students regardless of cultural backgrounds and strive to remove barriers impeding student success.

THE RATIONALE

An increased awareness and understanding of cultural diversity is important for all school personnel, especially the professional school counselor. The professional school counselor promotes the understanding and appreciation of cultural diversity and provides cross/multicultural counseling to facilitate human development. Students of diverse cultural backgrounds may not always have access to appropriate opportunities or receive needed services, and the professional school counselor uses school, district, state and national data to provide leadership in advocating for systemic change.

THE PROFESSIONAL SCHOOL COUNSELOR'S ROLE

Professional school counselors take action to ensure students of culturally diverse backgrounds have access to services and opportunities promoting maximum academic, personal/social and career development. Professional school counselors use a variety of strategies to:

- increase awareness of culturally diverse persons and populations
- increase sensitivity of students and parents to cultural diversity
- enhance the total school and community climate for all students

Professional school counselors have the skills necessary to collaborate with students, parents and school personnel to identify attitudes and policies impeding the learning process of culturally diverse students. Professional school counselors strive to ensure all students' rights are respected, which allows students to maximize their potential in a supportive environment and encourages maximum growth and development.

Professional school counselors continue to seek professional development to better understand their students' cultural traditions and customs. The professional school counselor also collaborates with members of the community who provide services to students from a variety of backgrounds.

SUMMARY

Professional school counselors have the responsibility of working to ensure the needs of all students are met. Having the skills necessary to collaborate with students, parents and school personnel to identify attitudes and policies impeding the learning process, professional school counselors foster increased awareness and understanding of cultural diversity in the school and community. Professional school counselors strive to ensure all students have the opportunity to maximize their potential in a supportive environment that encourages maximum academic, personal/social and career development.

The Professional School Counselor and Educational Planning

(Adopted 1994, Revised 2000)

American School Counselor Association (ASCA) Position

The professional school counselor works with administrative, curricular and instructional staff to ensure all students have the opportunity to design academically challenging programs of studies.

Rationale

Specialization within a student's program of studies should lead to successful completion of requirements for the chosen post-secondary option, while permitting opportunities for the development of other competencies. A systematic educational planning program promotes a student's opportunity to make individual choices geared to his or her unique profile of abilities, interests and goals. Lack of educational planning leads to inequities based on gender, stereotypical attitudes and students' special needs.

The Professional School Counselor's Role

Professional school counselors play a critical role in assisting students in the development of a comprehensive plan allowing for exploration of their educational and career opportunities. The professional school counselor possesses knowledge of national, state and local goals and programs identifying how students can best achieve success in their post-secondary plans.

The professional school counselor advocates for developmental guidance programs involving individual and group activities stressing educational planning (i.e. decision-making, career awareness and exploration). The professional school counselor educates parents to become active members of the decision-making team.

Collaboration within the education community is necessary to provide all students with better choices and opportunities for quality educational programs. The professional school counselor takes a proactive role in facilitating changes that afford students, parents and staff the opportunity to accurately assess student strengths, interests and preferences and encourages the selection of challenging educational programs.

Summary

The professional school counselor advocates for equal educational planning opportunities for all students. Decisions that a student makes about a chosen course of study must be based upon information unique to the individual and his or her profile of skills and knowledge.

The Professional School Counselor and Evaluation

(Adopted 1978; reaffirmed 1984; revised 1986, 1993, 2003; reviewed 1999)

American School Counselor Association (ASCA) Position

Each professional school counselor shall have an annual evaluation. It is the association's position that evaluation shall be based upon criteria (standards and competencies related to the school counseling profession) that recognize the differences between evaluating professional school counselors and those used to evaluate administrative or classroom personnel and that conform to local and state regulations. The professional school counselor evaluation should accurately reflect the unique professional training and counselor responsibilities within the school counseling program. Basic professional school counselor standards and competencies need to be included in the evaluation.

The Rationale

The primary purpose of the evaluation process is to ensure school counselors' quality, high-level performance and continued professional growth. ASCA is committed to ongoing and sustained improvement of the process. It is recommended that each professional school counselor be evaluated with regard to the implementation of the district's written counseling program and the professional school counselor job description. Both the district's plans on evaluating professional school counselors and the professional school counselor need to be evaluated and reviewed annually. These plans shall contain specified goals along with objectives emphasizing student outcomes; the goals should be collaboratively developed by both the professional school counselor and the supervisor. The written evaluation is a dynamic document, modified annually to reflect students' changing needs and the school counseling staff's improved skills. Professional school counselors are committed to the improvement of school counseling programs. ASCA welcomes the opportunity to aid local administrators, department heads and others charged with the improvement or development of evaluation instruments and procedures and endorses the use of guidelines set forth in the School Counselor Performance Standards of the ASCA National Model: A Framework for School Counseling Programs.

The Professional School Counselor's Role

The professional school counselor provides information to supervising administration regarding approved standards and competencies for professional school counselors and school counseling programs. The professional school counselor works with administration to develop appropriate tools to use in the evaluation of the school counselor and the school's counseling program.

Summary

The professional school counselor is proactive in the evaluation process. Educating administration and staff regarding the school counselor's specialized training and skills and the role of the school counseling program in the educational process helps to define the professional school counselor's role. The professional school counselor's evaluation is based on that role. Criteria used in the evaluation process should reflect the standards and competencies of the professional school counselor.

The Professional School Counselor and Group Counseling

(Adopted 1989; revised 1993, 2002; reviewed 1999)

American School Counselor Association (ASCA) Position

Every school district and every institution of higher learning should include and support the group counseling concept as an integral part of a comprehensive developmental school counseling program.

The Rationale

Group counseling, which involves a number of students working on shared tasks and developing supportive relationships in a group setting, is an efficient and positive way of dealing with students' developmental problems and situational concerns.

By allowing individuals to develop insights into themselves and others, group counseling makes it possible for more people to achieve a healthier personal adjustment, handle the stresses of a rapidly changing technological and complex environment and learn to work and live with others.

The Professional School Counselor's Role

Many components of a comprehensive school counseling program are best delivered by means of group counseling. Small- and large-group approaches are the preferred medium of delivery for developmental counseling program activities, in terms of efficiency as well as effectiveness. Professional school counselors facilitate many groups, as well as train others as group facilitators. Such groups might include the parent education group, the peer helpers group or in-school support groups for students. The counselor may be involved in groups specific to a particular community/school district.

Summary

Group counseling is an efficient and positive delivery medium to meet students' developmental needs and situational concerns. Groups and group counseling make it possible for students to achieve healthier personal adjustment in the face of rapid change and to learn to work and live with others. Groups are an integral part of a comprehensive school counseling program and should be included and supported by every educational institution.

The Professional School Counselor and High Stakes Testing

(Adopted 2002)

The American School Counselor Association (ASCA) recognizes the use of standardized testing as one in a range of measures used to assess student performance and learning. ASCA recommends the use of multiple criteria and opposes the use of a single test to make important educational decisions affecting students and their schools.

The Rationale

High-stakes testing refers to any standardized assessment that uses resulting scores to generate consequences determining the educational direction for students, educators, schools and communities. Important consequences for students might include decisions affecting an individual student's career choices and educational opportunities such as academic placement, promotion and graduation. Resultant scores from high-stakes tests use inferred information as data to improve the quality of education through added or reduced funding, adjustment of curriculum and alteration of teacher certification standards. High-stakes tests can penalize schools and students for factors over which they have no control such as socioeconomic influences, naturally occurring yearly fluctuations or a student's state of readiness to perform on the day of the test. The scores resulting from high-stakes tests do not take into account important factors such as a school's adequacy of educational funding, lack of standardization of the tests administration, interpretation and scoring, potential errors in scoring or barriers to student performance. The testing results do not necessarily indicate student learning. Life-changing decisions may be based on the results of a single score.

The pressure to perform and the anxiety related to these tests in many cases are developmentally inappropriate and unhealthy for young children and may be for older students. Yearly administration of such tests may affect student achievement by promoting a negative attitude toward education and learning and may also affect student performance on other authentic measures of assessment.

The Professional School Counselor's Role

The professional school counselor's role is to adhere to professional standards regarding assessment measures and to provide explanations as to the nature, purpose and results of the assessment. The professional school counselor appropriately uses assessment results and takes reasonable steps to prevent others from misusing the information. The professional school counselor uses caution when making evaluations and interpreting the performance of populations not represented in the norm group on which an evaluation instrument is normed or on criteria not represented in the assessment.

Summary

ASCA supports the use of standardized tests as one of many measures of students' and schools' achievement and success. ASCA rejects the use of high-stakes tests and/or the use of a single measurement instrument to identify student/school success. The professional school counselor encourages multiple measures when life-influencing decisions are being made.



Appendix H

The Rhode Island Model for Comprehensive K-12 School Counseling Programs Comment Form

We invite you to contribute to this evolving document; your opinions will only assist us in improving *The RI Model*. Please take a few minutes to respond to the questions below. You may send this Comment Form to: ***The RI Model Development Committee, RI School Counseling Project, Harkins Hall 209, Providence College, Providence, RI, 02918*** by December 1, 2004.

1. What is your overall opinion of *The Rhode Island Model for Comprehensive K-12 School Counseling Programs*?
2. Are there areas of *The RI Model* that are not fully developed or unclear?
3. Is there information missing that you feel should be included? If so, what should be included?
4. Does *The RI Model* meet your needs in developing a comprehensive school counseling program?
5. Please comment on the structure and flow of document.
6. What recommendations do you have for improving *The RI Model*?
7. Other comments:

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____

E-mail: _____

School: _____ Job Title: _____

Thank you!

